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ABSTRACT

These classroom guides for the daily Cable News Network (CNN) Newsroom broadcasts for the month of April provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guide include: (1) reckless driving, hearing impairment, ancient to modern cities, ethnocracies, cars and automakers, U.S. House of Representatives' first 100 days, roaches, GOP tax cut plan, media coverage of persons with disabilities, closed-captioning (April 3-7); (2) impact of technological advances, Peru, Russia and Ukraine; Vietnam War, balance of trade, nature and the poet, human vision and medical technology, the presidency of Franklin Delano Roosevelt, and cultural icons (April 10-14); (3) ultrasound and its applications, the third nuclear age, Taiwan broadcasting, censorship, single-sex classrooms, presidential press conference, guide to government agencies, the Oklahoma City bombing and public knowledge, a news database, events that changed the world, and combating terrorism (April 17-21) and; (4) planning a trek, Oklahoma city bombing (How has it affected me?), small businesses of immigrants, Vietnam in the 20th Century, science pioneers, Oklahoma City and what to tell kids, and Oklahoma City: fact vs. rumor (April 24-28). (MAS)

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CNN Newsroom Guides: April 1995

by Turner Educational Service

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IR017068

Monday, April 3, 1995

ANCHOR DESK

All aboard for the ride of the school term! Turner Adventure Learning is going to Berlin May 10 - 12 to celebrate Victory in Europe Day. Participants will interact with World War II experts from around the world. Call 1-800-344-6219 to register!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Owners and players have agreed to end the Major League Baseball strike.	4:15
FANS REACT	3	How do baseball fans feel about the apparent end to the lengthy strike?	:45
HEADLINES	4	U.N. TROOPS TAKE OVER PEACEKEEPING IN HAITI...	:30
FUTURE DESK	5	A California company has created a device to help motorists "Drive-Right."	2:40
DID YOU KNOW?	6	Alexander Graham Bell, whose wife was deaf, was trying to invent something to amplify sounds. What he invented was the telephone.	:30
SIGNS OF CHANGE	7	(Part I) CNN NEWSROOM's Kathleen O'Connor begins our series on the hearing impaired.	4:25
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

strike boys of summer mediator World Series court order
replacement players deaf hereditary environmental cochlea
siblings amplify language acquisition diagnose sign language

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TOP STORY: BASEBALL STRIKE RESOLVED

1. What legal action appears to have ended the Major League Baseball strike? How did the decision affect baseball's replacement players? If you were a replacement player, how do you think you might have reacted? Explain.
2. How do fans in your area feel about the end of the strike? Has the prolonged strike affected their view of the national pastime? Have students work in groups to devise questions for a fan survey then, as a class, choose several questions and compile and edit a survey and make copies. Instruct groups to secure randomly-selected respondents as poll subjects. Have the class compile and collate the data they collect. As a class, review and discuss poll results. Has baseball's image suffered as a result of the strike? Are fans willing to "forgive and forget"? Discuss.
3. Some fans are still displeased with owners and players and may choose not to attend games. Ask: What would you do to draw fans back to the ball park? Have students work in groups to share their ideas and devise strategies for "winning over" estranged fans. Discuss how marketing and promotions will likely be used to persuade fans that Major League Baseball is still worth watching.

SIGNS OF CHANGE: THE DEAF

4. According to the video, why is it important to identify hearing impairment at an early age? Discuss the differences between "hearing" and "language." Can a person without hearing have language? Explain and give examples.
5. Challenge students to increase their awareness of deafness in a hearing world. Distribute copies of the HANDOUT (pg 4) and have students record their daily activities that involve hearing. Students should also note the duration of these activities and comment on the ways hearing enhances or is necessary to the activity. Have students answer the questions at the bottom of the HANDOUT and share their responses. NOTE: Ask hearing impaired students to use the log to record daily activities that usually involve hearing, along with explanations of ways they can participate nonetheless.
6. Have groups research symptoms of deafness and hearing loss, as well as common non-genetic causes of hearing impairment. For example, what are signs an infant has a hearing problem? What activities can harm hearing in children and adults? Groups should use their findings to write informational guides for young people, parents and other adults on deafness, its symptoms and what people can do to minimize their risk of hearing loss. "Publish" the guides through the school health office and media center.

DESK: "DRIVE-RIGHT"

1. BEFORE VIEWING: Have you ever ridden with someone who drove recklessly? How could the driver improve his/her driving?

2. AFTER VIEWING: What information is recorded by the "Drive-Right" sensor? How does the device work? Would you want this device installed on a car that you drive or a car in which you ride? Why/Why not?

3. As a class, generate a list of methods police use to detect vehicles that are engaged in illegal driving acts. Discuss the effectiveness of these efforts. Review today's FUTURE DESK segment with students, having them note the ways the sensor has changed the interviewee's driving style. Have the class consider and discuss their responses to the following: Should the police have access to information on the "Drive-Right" sensor? Should courts be able to require repeat traffic violators to use it? Would "Drive-Right" improve people's driving skills? How?

4. Direct students to find out what factors are an issue in the cost of an individual's car insurance and share their findings. Discuss how insurance companies might use the information recorded on the "Drive-Right" sensor and whether insurance companies should be permitted to require its use. How might use of the sensor affect insurance rates? Discuss.

5. Ask students if they have read George Orwell's "1984" and discuss the meaning of the term "Big Brother." Have groups of students list ways this term could be applied to current practices by the government or any other authoritative body or group and share their lists. Ask: Do you think the "Drive-Right" device fits into the "Big Brother" idea? Challenge each student to write an essay that addresses his or her perceived relationship between modern technology and the individual's right to privacy.

6. As a class, review the different kinds of information stored on the "Drive-Right" sensor. Divide the class into groups. Have each group come up with a television advertisement for the device. Videotape each group's commercial and play it back for the class. Have class members critique each marketing strategy and cite the most effective ads.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

electronic device maintenance right to privacy "Big Brother"

******** ** ** STUDENT HANDOUT: "THE HEARING WORLD"

DIRECTIONS: Part I. Use the log below to record your daily activities involving hearing. Write down each activity, its duration and comment on the importance of hearing to that activity. For example, does the ability to hear enhance enjoyment, improve safety, etc.? If you are hearing impaired, use the log to record your activities and the methods you use to participate despite deafness.

HEARING AWARENESS LOG

ACTIVITY	DURATION	COMMENTS

Part II. Consider the amount of time you spend participating in activities that involve hearing. Which of these activities do you think are most difficult for a hearing impaired person? Explain. Which of these activities pose fewer challenges to a deaf participant? What methods/technologies make it easier for a hearing impaired person to be involved in those activities?

Tuesday, April 4, 1995

ANCHOR DESK

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* Invite a WWII Veteran into your classroom during Turner Adventure* Learning's next electronic field trip. We're commemorating the 50th Anniversary of the end of WWII with a trip to Berlin and will connect students to experts online. Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
** TEACHERS:		DUE TO THE VIOLENT NATURE OF THIS STORY, WE ADVISE ** YOU TO PREVIEW TODAY'S TOP STORY. ALSO, DUE TO TECHNICAL DIFFICULTIES THERE IS NO CLOSED CAPTIONING.	
TOP STORY	2	A massacre of civilians in Burundi is the latest episode in an ethnic war.	3:30
MAYAQUEST UPDATE	3	The MayaQuest team forges through the jungle on its way to Caracol.	2:30
INTERNAT'L DESK	4	Below the modern streets of an ancient city, a new "wonder of the world" is taking shape.	2:30
SPORTSPAGE	5	The NCAA Basketball Champs are University of Connecticut (Women's) and UCLA (Men's).	:30
SIGNS OF CHANGE	6	(Part II) Schools that specialize in deaf education offer unique approaches.	4:05
CLOSE	7		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Burundi Hutus Tutsis Rwanda Magara Tanzania Caracol exile Cairo TBM Nile Pyramids of Giza deaf culture e-mail empower

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TOP STORY: BURUNDI MASSACRE

1. Why are tens of thousands of Rwandan refugees leaving Burundi? Where else have these refugees sought shelter? What precipitated their exodus from Rwanda? How are the conflicts in Rwanda and Burundi similar?
2. What is an "ethnocracy"? In addition to Burundi, what other ethnocracies exist and who are the ruling ethnic groups of each? Distribute the HANDOUT (pg 4) to groups of students and have each group find five other examples of ethnocracies and list the ethnic groups involved in each. Share information and discuss the generalizations that can be made about nations governed under this system.

MAYAQUEST UPDATE: TICKS, STICKERS AND GLYPHS

3. What do archaeologists think happened to the Mayan city of Caracol? On what do they base their conclusions?
4. Have groups choose an ancient writing style to research (e.g., Egyptian hieroglyphics, Sumerian cuneiform, Sanskrit), discover when and by whom the writing was used and obtain a sample to share with the class. To what extent can this writing be understood today? How has the writing shed light on the culture that once used it?

INTERNATIONAL DESK: EGYPT'S SUBWAY PROJECT

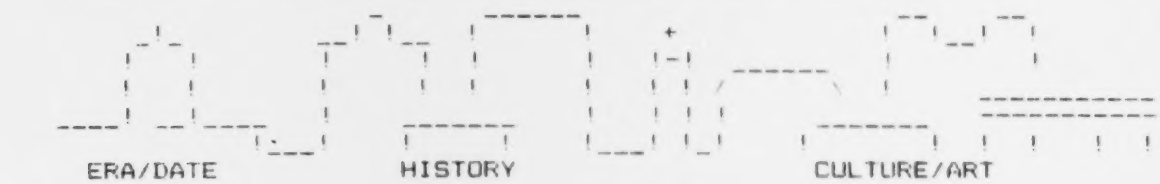
5. Describe the project, its scope, cost and goals. Do you think the system is worth the expense? Explain your rationale.
6. Distribute the HANDOUT (pg 3). Have groups research a city with a long history (e.g., Cairo, Athens, Rome). Groups should start at the bottom of the chart with the most ancient era and record highlights of the city's history and culture for four major periods. On completion, groups should identify the features travelers can still experience in the city by visiting monuments, museums, etc. Have each group use these features to create a travel poster/brochure highlighting the city's past and present. Share these with the class.

SIGNS OF CHANGE: EDUCATION FOR THE DEAF

7. Discuss ways the deaf communicate with each other and with hearing people. Ask a deaf interpreter to visit the class and teach some basic American Sign Language. Compare/contrast ASL to written and/or spoken English.
8. Challenge groups to imagine they are deaf students or the parents of a deaf child and evaluate the available options in deaf education. Using the video and other resources, ask groups to focus on two or three schools or philosophies and list the pros and cons of each. Discuss groups' ideas. Next, ask each student to write an essay explaining which approach he/she would choose for him/herself or for a child and why.

DESK: THE CITY, ANCIENT TO MODERN

DIRECTIONS: Research a city with a long history and record historical and cultural highlights from several eras on the chart below. Start at the bottom of the chart with the most ancient era and work your way up to the modern skyline at the top.



ERA/DATE	HISTORY	CULTURE/ART

Look again at your notes on history and culture. Circle those features that are still in evidence (e.g., buildings, monuments, art, language, traditions). Use some of these to make a travel poster or brochure that showcases your city's past and present.

STUDENT HANDOUT: ETHNOCRACIES

DIRECTIONS: An ethnocracy is a government in which one ethnic group rules the rest of the people of that nation. Burundi is one example of an ethnocracy. What ethnic groups are involved in the conflict there? Use your resources to find other examples of ethnocracies and state those nations below. Then, note the ruling ethnic group and some of the other ethnic groups that exist in that nation.

ETHNOCRACY (NATION)	RULING ETHNIC GROUP	OTHER ETHNIC GROUPS

From your research, what have you learned about the political situation in each of the ethnocracies you cited? Which of these nations would you describe as politically stable?

Which would you characterize as unstable?

What generalizations can you make about ethnocracies? Cite your research in stating your rationale.

Wednesday, April 5, 1995

ANCHOR DESK

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* Electronic Field Trips are the latest way to connect your student* to the world and Turner Adventure Learning makes it easy! Come with us next month for a multimedia journey to Berlin to commemorate V-E Day, May 10 - 12. Call 1-800-344-6219 today. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
		*** DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM *** IS NOT CLOSED CAPTIONED.	
OPENING	1		:40
TOP STORY	2	As the 100th day in office nears, the U.S. House prepares to act on the final item in the "Contract with America."	7:00
HEADLINES	3	FRANCISCO DURAN IS FOUND GUILTY...	:20
BUSINESS DESK	4	New cars and more traffic are rolling into the Philippines.	2:10
TAKING CARE OF BUSINESS	5	Views held by educators and business leaders differ on students' preparedness for work.	:20
SIGNS OF CHANGE	6	(Part III in our series) Closed captioning opens up the world of T.V. to deaf viewers.	3:50
CLOSE	7		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

"First 100 Days" Contract with America tax cuts FDR
"deliberative body" closed captions steno machines "real time"

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TOP STORY: THE 104TH CONGRESS: THE FIRST 100 DAYS

1. According to CNN's Congressional Correspondent Bob Franken, why are the First 100 days of this Congress so important? Do you think the Republicans should be held accountable if they do not keep their promise? Explain.
2. Summarize the debate over the tax cut proposal, the next item on the agenda. What does Correspondent Bob Franken see as the Republicans' biggest challenge of the next 100 days? How have the events of these first weeks heightened expectations?
3. Encourage students to keep up with the status of the Republican legislative agenda over the next several days.
   a. After the 100th Day of this 104th Congress, distribute the HANDOUT (pg 4) and have students in groups use resources and their knowledge of House activity to complete the "Contract Scorecard."
   b. Ask them to determine whether each item was addressed on the House floor and to chart its status: Has it passed the House? the Senate? Has the President signed it into law?

   Have groups share their information and, in class discussion, offer their analyses of the First 100 Days as a success or failure for House Republicans.

SIGNS OF CHANGE: (PART III) CLOSED CAPTIONING

4. Help students appreciate the challenges of trying to watch T.V. without sound. Obtain a subtitled movie, turn off the sound and cover the lower portion of the screen where the subtitles are displayed. Play a few minutes of the video, then ask students what happened. How difficult is this to do? Replay the same segment with the subtitles showing. Compare/contrast the results.
5. Discuss closed captioning and how it works. How has it changed the lives of the hearing impaired? Have groups peruse T.V. listings to:
   (a) analyze/evaluate the use of closed captioning;
   (b) identify the closed caption symbol;
   (c) list the programs and stations that use it; and,
   (d) analyze the results. Consider: Are some programs and/or stations more likely to use closed captioning? Are some kinds of programming unavailable to deaf viewers?

   Explain analyses and cite specific examples.
6. In addition to T.V., what other forms of entertainment/leisure activities are accessible now to the hearing impaired? Have groups research and list practices and technologies that allow the deaf to understand lectures, speeches, plays, participate in sports, etc. Discuss these, then identify pursuits that, so far, are not "user-friendly" for the hearing impaired. Challenge groups to "invent" ways to make those activities more accessible to deaf participants and present these to the class.

BUSINESS DESK: A WORLD OF CARS

1. BEFORE VIEWING: Have students list on the board as many auto makers as they can. Identify each auto maker's country. How many countries are represented?

2. AFTER VIEWING: What auto makers have previously dominated the Philippine market? Why do you think this has been true? Discuss the changes in the industry presented in today's BUSINESS DESK. How will this affect Philippine consumers?

3. Have groups search business publications and other media for statistics on auto purchases in their region. Assign a different year to each group to find the top ten selling cars for that year and identify the car makers and countries of origin. Create graphs to illustrate the data and share these, in chronological order, with the class. What models and makers are consistently popular? From what countries do the top-selling imports come? Note sales trends and make predictions.

EXTENSION: Using their data, the presence/absence of auto dealers in their area and other factors, have groups pick a car dealership to open in their town. What cars would they sell? Why?

4. Create a class list of features consumers may consider when purchasing a car, such as price, safety, design. As a group activity, have students ask parents and other adults to rank the features from MOST to LEAST important. Groups should identify 2-3 "consumer profiles" based on these prioritized lists. What selling features seemed most important to different buying groups? Have groups locate car ads that emphasize the features important to the consumer groups they surveyed. Discuss/compare results. How well did advertisers address the features most important to consumers?

5. Discuss ways traffic can adversely affect a city's economy. Have groups list solutions to traffic congestion: car/van pools, radio traffic reports, mass transit, etc. In groups, evaluate solutions for effectiveness, ease of implementation, cost, etc. Review and discuss groups' options, then make recommendations to the city of Manila.

EXTENSION: Create and present an ad campaign to the Philippine people promoting each group's traffic solution.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

car liberalization program export traffic mass transit

FIRST 100 DAYS:
STUDENT HANDOUT: CONTRACT SCORECARD

DIRECTIONS: The Republican Majority in the U.S. House of Representatives promised to bring each of the following issues to the House floor for a vote within the first 100 days of the session. Find out if each item in the "Contract with America" was brought up for a House vote, then take your research a step further by indicating (by writing "Yes" or "No") whether it passed the House and the Senate and was signed into law by the President. Would you rate the First 100 Days as a success for House Republicans? Discuss.

CONTRACT ITEM	VOTED ON IN HOUSE?	PASSED HOUSE?	PASSED SENATE?	SIGNED BY PRESIDENT?
Balanced budget amendment				
Line-item veto				
Anti-crime legislation				
Welfare reform				
Family Legislation				
Tax cuts for families				
Strong national defense				
Senior citizens' fairness Act				
Halt government regs/mandates				
Legal reform				
Term Limits				

Thursday, April 6, 1995

*** ANCHOR DESK

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* Set off on a multimedia journey across time and space to Berlin, Germany, May 10 - 12. Turner Adventure Learning is traveling to Europe to celebrate the end of World War II with V-E Day. Call 1-800-344-6219 to participate in this international event. *

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*** DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED CAPTIONED. ***

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. House passes the GOP tax cut.	3:05
HEADLINES	3	ISRAELI SATELLITE LAUNCHED...	:30
SIGNS OF CHANGE	4	(Part IV) Miss America Heather Whitestone pushes for further "signs of change."	3:20
DID YOU KNOW?	5	In the early 1960s, a deaf scientist invented the tele-typewriter, or TTY.	:30
OUR WORLD	6	According to the General Accounting Office, too few U.S. schools are "high tech."	2:20
CHECK IT OUT!	7	The day of "hybrid humans" may not be far away...	:30
SCIENCE DESK	8	Like the scientist who makes them his life's work, cockroaches are tenacious.	3:05
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

tax cut dissidents Heather Whitestone self-esteem Internet GAO access cockroaches pheromone carbohydrate tenacious

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TOP STORY: GOP TAX CUT PLAN

1. How was this tax cut vote a tougher battle than most Republican leaders expected? Why were some Republican House members concerned about the politics of this plan?
2. How do you think the GOP House leaders were able to convince "dissident" Republicans to support the original tax cut plan? Working in small groups, have students research the alternative proposals and role-play exchanges between Republican leaders and Party members who were not initial supporters. What concerns did the "dissidents" have? How did leaders convince them to abandon those concerns?
3. What are the major provisions of the tax cut plan and what does each point mean? Distribute the HANDOUT (pg 4) to student groups. Using its resources, have each explain, in students' own words, each part of the plan listed on the HANDOUT. Review and discuss groups' explanations. Have volunteers offer the pros and cons of each point and discuss how opponents to each might justify their positions.

SIGNS OF CHANGE: (PART IV) MISS AMERICA -- HEATHER WHITESTONE

4. According to the video, what qualities is a Miss America expected to possess? Discuss students' perceptions and interpretations of those qualities and have them give examples.
5. Discuss what Heather Whitestone says she believes is "the most handicap in the whole world"? Ask students to give examples from their own experience that would illustrate the truth of Ms. Whitestone's statement. What do students believe is "the most handicap"? Explain.
6. Generate a list of names of people whose handling of physical adversity has inspired others. Have students compare the character traits in these persons and look for and cite elements that could be considered "markers" or predictors of their success. Based on what students' viewed of Heather Whitestone, does she share the same traits?

OUR WORLD: U.S. SCHOOLS LACKING TECHNOLOGY

7. According to the General Accounting Office, why are many U.S. high schools unprepared for the 21st Century? How is DuSable High School able to provide Internet access for its students?
8. Is your school ready to travel the information super-highway? In groups have students assess the technology-readiness of the school by determining how many computers it has, the kinds of software used, the availability of on-line services, and other significant information. Share information. Challenge students to search out private donors/corporations who might be willing to help your school upgrade its computer capabilities.

DESK: ROACHES

1. BEFORE VIEWING ask: Where do cockroaches live? How old a species do you think they are? Why do people loathe them?

2. AFTER VIEWING ask: How long have cockroaches been on Earth? What characteristics contribute to its success rate?

3. What are "pheromones" and how are roach pheromones used to control them? Ask students to name other insect "pests," then research methods scientists use in an attempt to control them, including pesticides, "bombs," sterility, etc. How do these methods work? Are there "universal" controls? How effective are they? Explain. Which methods are environmentally safe?

EXTENSION: Invite a pest extermination expert to class to explain and discuss current methods used and their effects on the pests, the environment and humans.

4. How are insect-borne diseases transmitted to humans? How severe is this problem? Discuss this transmission, then have students culture bacteria from cockroaches. MATERIALS: petri dishes, nutrient agar, Gram stain kits, culturing tools, incubator, biochemical analysis kits. These may be purchased from scientific supply companies or borrowed from willing hospital and/or college labs. Collect cockroach specimens from different sites: homes, restaurants, school cafeteria and classrooms and local natural areas, especially damp woods. Divide the class into lab groups and provide materials for bacterial culture and identification. Have each group do the following:
   a. Prepare culture dishes, following established procedures. **OR** Obtain previously prepared culture dishes.
   b. Using forceps, grasp a single cockroach and carefully inoculate the culture dish.
   c. Cover the dish and incubate upside down for at least 24 hours at 37 degrees C.
   d. After incubation, check for bacterial growth. NOTE: You may have to wait longer for good growth.
   e. If bacterial colonies have developed, use Gram stain and biochemical techniques for identification.

   Write up the procedure and findings. If appropriate, publish them in the school and/or local newspaper to inform the public.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

pests pheromones allergy contaminate chemical signal

STUDENT HANDOUT: GOP TAX CUT PLAN

DIRECTIONS: The tax cut plan proposed by Republican House leaders has several components, each listed below. Use your resources to explain each of the following parts of the plan in your own words.

1. Family tax credit:

2. Marriage penalty credit:

3. Expanded individual retirement accounts (IRAs):

4. Capital gains tax reduction and indexing:

5. Small business tax breaks:

6. Cost recovery:

7. Corporate tax repeal:

After sharing your findings with the class, discuss the PROS and CONS of each of these tax cuts. How might a representative opposed to any one or more of these cuts justify his or her position?

Friday, April 7, 1995

ANCHOR DESK

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* No Passports, permission slips required. Lunch is all you need *
* to travel with Turner Adventure Learning to Berlin, Germany, for *
* our next electronic field trip. Call 1-800-344-6219 to receive *
* your comprehensive classroom guide & teacher training materials. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The Republicans pass the "Contract With America" in less than 100 days.	5:30
HEADLINES	3	CLINTON ADMINISTRATION ACCUSES REPUBLICAN CONGRESS OF HAMPERING ADMINISTRATION'S WORK.	1:00
LOOK AHEAD	4	100 DAYS AND BEYOND / Newt Gingrich Address to the Nation CNN Live 8:00 pm ET Today 5:00 pm PT 100 DAYS AND BEYOND / Democratic Response Sen. Thomas Daschle/ Rep. Richard Gephardt CNN Live 8:30 pm ET Today 5:30 pm PT	:30
EDITOR'S DESK	5	-Burundi is ripped apart by massacres. -Major League Baseball is back in business!	2:20
FUNKY FILE	6	...and where did you put YOUR T.V. remote?	:30
OUR WORLD	7	Christopher Quinn: 8th grader -- AUTHOR!	3:25
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

unfunded mandates entitlement reform refugee Hutu Tutsi genre

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TOP STORY: THE NEXT HUNDRED DAYS

1. What do you think the following statement means: The next 100 days will "probably belong to the Senate"? Contrast the Senate and the House. How might differences affect pending legislation?
2. Based on the TOP STORY, what issues will the U.S. Congress most likely address in the next 100 days? Review the video and have students create a comprehensive list. Have groups choose one issue to research and determine (a) the different perspectives on the issue and (b) the main proponents for each "side." Have groups write "background" guides to the issues and include key Congressional figures and their positions. Discuss results. Ask: What issues do you think will be most hotly debated? Why? Use the guides as a reference during the next "100 days."

EDITOR'S DESK/NEWSQUIZ

3. Distribute copies of the NEWSQUIZ (pg 4) to pairs of students. Using their knowledge of recent news events, have them complete the "captions" for the leads to this week's top news stories. Ask volunteers to read their "captions" aloud. ANSWERS WILL VARY.

EXTENSION: Assign groups one NEWSQUIZ event to explore more fully then write not only the lead but the complete story. Also, challenge groups to develop a closed-captioning system (e.g., using overhead transparencies, caption cards) and display the captions as the anchors/correspondents read groups' stories.

OUR WORLD: ADVENTURES OF AN EIGHTH-GRADE AUTHOR

4. Who and/or what inspires and encourages Christopher Quinn in his writing? What effect, if any, do you think these have on his work?
5. Challenge students to write their own "The Adventures of..." stories. Ask each student to base the main character in some way on him/herself (e.g., autobiography, superhero alter-ego) and relate an adventure or experience. Encourage experimentation with different genres/tones.

MEDIA LITERACY

6. Ask: What did you already know about the deaf community before you saw CNN NEWSROOM's 4-part Special Report? Where did you get your information? Discuss responses and the frequency with which students' perceptions were informed by the media.
7. How often do you see/hear media coverage that makes a community aware of persons with disabilities? Cite examples from local and national media. Were special events noted only, or did coverage include everyday activities? Distribute the HANDOUT (pg 3) and instruct students to log every kind of local media coverage of persons with disabilities for 5 days. Discuss findings. Were any disabilities "left out"? Challenge pairs or small groups of students to cover and write up any local event or activity they feel the media will NOT cover. Submit the best reports to local newspapers and radio/T.V. stations.

MEDIA COVERAGE OF
MEDIA LITERACY: PERSONS WITH DISABILITIES

DIRECTIONS: Use the "file cards" below to track news coverage of activities, events and/or achievements by persons with disabilities in your locale.

LOCAL PRESS

LOCAL RADIO

LOCAL T.V.

Fill in the gaps left by your local media: Working with a teammate or small group, cover and write a news story on any activity held by persons with disabilities. Submit your story to the local media for publication/broadcast.

DIRECTIONS: Write the "captions" for an imaginary closed-captioned news program called THIS WEEK'S NEWS. Use your knowledge of the week's TOP STORIES to help you "caption" the anchors' and correspondents' leads for each news segment. The stories' captions have been started for you.

1. ANCHOR: Replacement players in the U.S. are clearing out their lockers and packing up their dreams as major league ball players

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2. CORRESPONDENT: I'm standing near the border of Burundi and Tanzania. The people you see around me are Hutu refugees who

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3. ANCHOR: This week brings to a close the first 100 days of the 104th Congress. The U.S. House of Representatives voted on the final item in the Republican-sponsored "Contract With America"

---

4. ANCHOR: How are Democrats responding to the House passage of the tax cut? Our Washington correspondent has the story.
CORRESPONDENT: Although Pres. Clinton has expressed his willingness to work with Republican leaders, he says the tax cut

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Monday, April 10, 1995

ANCHOR DESK

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Spend three days in Berlin, Germany, without the hassles and expense of a flight. Join Turner Adventure Learning for our next electronic field trip, May 10-12, to commemorate VE-Day! Call 1-800-344-6219 to make your travel reservations!

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	For the first time in 15 years, voters in Peru went to the polls without fear.	6:00
AROUND THE WORLD	3	- Pres. Mugabe retains power in Zimbabwe. - In Japan, new governors, both former TV actors, were elected in Tokyo and Osaka.	:45
HEADLINES	4	Opponents to the peace process killed 11 in Middle East violence this weekend.	:45
AT ISSUE: NOW RALLY	5	Saying NO to violence against women, tens of thousands marched in Washington, D.C.	2:35
NEWSQUOTE	6	"ALL that we do is touched by the Ocean, yet we remain on the shore of what we know." Richard Purdy Wilbur, poet	:20
FUTURE DESK	7	A robotic "Charlie the Tuna" enables oceanographers to explore remote marine areas.	2:50
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Alberto Fujimori — "hyperinflation" — obligatory voting — NOW — "political violence" — oceanography — "Science, Technology, Society"

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TOP STORY: PERU

1. Discuss Peru's election results. What impact do you think fraud charges will have on the election process? Explain.
2. Distribute copies of the RESOURCE (pg 4). Invite students to expand on the "facts" with information they recall from today's TOP STORY and note these on the RESOURCE. Next, have groups create additional "fact files" based on the most recent news from Peru (e.g., election results, voter fraud). Share these in a class discussion on the challenges facing the new president. If students were advisors to President Fujimori, what would they tell him? What should his priorities be? Why?
3. Compare Peru's and other nations' voter laws and voter turnout with those of the U.S. Challenge groups to investigate reasons for low voter turnout and/or programs designed to "bring out the vote." Each group should choose one facet of the issue to explore and devise an appropriate project. For example, groups may use voter surveys or may research and evaluate state/local programs to encourage registration. Invite the community to a "voting fair" to increase voter awareness.

AT ISSUE: NOW RALLY

4. Is this weekend's NOW rally different from women's rights marches of the past? Explain. What is its purpose? How successful might it be? Why? What role does the media play in its success or failure?
5. What is NOW's definition of "political violence"? Do you agree with the use of this term? Explain. Conduct a media search to find statements from congressional leaders supporting or attacking this stance. Which statements best support your own beliefs? Let your congressional representatives know.
6. What is the purpose of the NOW t-shirts? Are they effective? Explain. Consider a social/political statement you wish to make. Who might design t-shirts for your cause? What might they say? Create a "clothesline" of t-shirts for your cause.

SCIENCE DESK: ROBO TUNA

7. BEFORE VIEWING, create a class list of aspects of study in oceanography. What technologies, past and present, have influenced this study? How has this study influenced society?
8. AFTER VIEWING, ask: What technologies would you add to your list? How might these new technologies influence the future of oceanography? How might the study of oceanography influence the future of our civilization? Use the HANDOUT (pg 3) to consider other areas of study and the impact and influence of technological advances.
9. Research and development for technological advances are costly. How does society pay for such advances? What impact might government budget cuts have on new technologies? In what areas? Can private industry compensate for losses? Explain.

ROBO TUNA
DESK: STUDENT HANDOUT

DIRECTIONS: Technology has an impact on everyday life and shapes our civilization and its future. Consider a technological advance that affects each area of study below and cite its immediate purpose and possible future impact on society.

AREA OF STUDY	TECHNOLOGY	PURPOSE	FUTURE IMPACT
OCEANOGRAPHY	Robo Tuna		
COMMUNICATIONS			
TRANSPORTATION			
MEDICINE			
ENVIRONMENT			
WEATHER			
EDUCATION			

In a small group, compare your chart with others.
1. Which technological advance(s) has(ve) impact across areas?
2. Which technology and which area have the greatest impact?
3. What advances could make this impact most positive?

STUDENT RESOURCE: PERU: A FILE O' FACTS

COUNTRY AND PEOPLE--Peru is located on the Pacific coast of South America. Ecuador and Colombia lie to the north, Brazil and Bolivia to the east, and Chile to the south. Peru's population is 23.2 million, mostly of mixed European and Indian descent. Some pure Indians still inhabit the Andes mountains and the jungle. About 25% of Peruvians live in or near Lima, the capital city.

ECONOMY--Peru's main industry is textiles. Agricultural products include coffee, cotton and sugar. Metals are the highest-earning of Peru's exports, however. Copper, zinc, lead and silver made up 41.3% of Peru's $4.5 billion in legal exports in 1994. Peru's imports in 1994 totalled $5.6 billion, giving Peru a trade deficit of $1.1 billion. Peru is also the world's largest exporter of coca, the key ingredient in cocaine. More than 80% of the population is unemployed or underemployed. Per capita income for 1994 was $1,265.

GOVERNMENT AND RECENT HISTORY--Peru is a parliamentary democracy. A president is elected every 5 years. During the 1970s and early 1980s, Peru was under military rule. In 1985, Alan Garcia of the center-left Aprista Party succeeded Fernando Belaunde as president. During Garcia's presidency, Peru suffered an economic crisis, including hyperinflation as high as 2 million percent. Business confidence fell and Peru was treated as an outcast by the world financial community. A guerilla campaign by the Maoist Shining Path also flourished in the '80s, often marring elections with violence.

ALBERTO FUJIMORI--Fujimori, an agricultural engineer and university professor, was a political unknown when he defeated novelist Mario Vargas Llosa in the 1990 presidential elections. Fujimori instituted free-market policies to attract international investment and implemented a strict austerity program to control inflation and restore economic confidence. Inflation decreased from 7,000% in 1990 to 15.4% in 1994. Peru's economy grew 12.9% from 1993 to 1994, making it the fastest-growing economy in the world. The Shining Path steadily lost power after the capture of its leader Abimael Guzman in 1992. Critics, however, have described Fujimori's government as authoritarian, citing the president's closing of Congress in April 1992. Opponents charge Fujimori has concentrated too much power in the presidency with too few checks and balances.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

REUTER'S. April 9, 1995.

Tuesday, April 11, 1995

ANCHOR DESK

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* No, this is not just television! It's multi-faceted multimedia journeys that take you to places of natural wonder and historical importance. Next stop: Berlin, Germany. We're celebrating the 50th anniversary of V-E Day! Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Former Defense Secretary Robert McNamara breaks his silence on the Vietnam War.	2:20
HEADLINES	3	CHANGES IN STORE FOR PENNSYLVANIA AVE...	:45
ON THE TRAIL	4	Kansas Senator Bob Dole officially enters the '96 presidential race.	1:30
WHERE IN THE WORLD?	5	The capital of this nation, Kiev, is known for its tree-lined boulevards...UKRAINE.	1:30
INTERNAT'L DESK	6	The Black Sea Fleet is a bone of contention between Russia and the Ukraine.	2:35
MAYAQUEST UPDATE	7	A burial site provides some clues about the end of the Caracol settlement.	3:00
CLOSE	8		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Robert McNamara	"McNamara's War"	communists	George McGovern	
John F. Kennedy	Lyndon Johnson	Richard Nixon	mea culpa	
the Ukraine	Sevastopol	clout	artifacts	face caches

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TOP STORY: FORMER DEFENSE SECRETARY ROBERT MCNAMARA SPEAKS OUT

1. Who is Robert McNamara? Why did he advocate U.S. involvement in Vietnam during the Kennedy and Johnson Administrations? Why does he say now that getting involved was "a bad idea"?
2. How did the Vietnam conflict escalate into a mini-world war? What nations became involved? Discuss these questions, then have student groups determine and discuss the impact the war had on international relations.
3. How was the Vietnam War different from other wars the U.S. had experienced? How did the conflict change forever Americans' perceptions of war? Distribute the HANDOUT (pg 4) to groups of students. Have each group use resources to identify each term given as it related to the Vietnam War and state briefly how that term may have affected a person's perception of the war. Share responses, then generate a class discussion that focuses on why the war was such a divisive force in the U.S. Have students compare ways that this war was different from other conflicts in which the U.S. was involved.

INTERNATIONAL DESK: BLACK SEA FLEET

4. Why is the relationship between Russia and Ukraine described as "an uncomfortable partnership"? What circumstance is motivating both parties' actions?
5. What kind of relationship would you have expected these nations to have formed, based on their former status as Soviet Republics? Explain. Divide the class into groups and distribute the HANDOUT (pg 3). Instruct students to read the background information on the historical relationship between Russia and Ukraine, then revisit their responses to the question above. Challenge groups to design a working agreement between these nations on the use of Sevastopol harbor. Each group should:
   a. research the historical relationship between Russia and Ukraine;
   b. research the relative economic strengths and weaknesses of each, noting where they are potential competitors and allies; and,
   c. devise an economic agreement on the disposition of the naval forces that works for both countries.

   Reconvene the class as a whole, have groups present their agreements, then discuss the relative merits of each. Which agreement has the greatest chance of success? Why?

MAYAQUEST UPDATE

6. Describe some of the things the MayaQuest team was able to learn or hopes to learn from the Caracol burial site. Why is this site so valuable to the team's search for answers about the disappearance of the Mayan culture? Why do you think it takes archaeologists so long to "chisel away at the answers" to their inquiries?

STUDENT RESOURCE: BACKGROUND: RUSSIA/UKRAINE

The Ukraine had been the Soviet Union's "breadbasket" for 70 years, producing most of its grains (wheat, millet, barley, corn, rye, oats), as well as yielding a high production of other crops. On December 1, 1991, the Ukraine voted for independence; one week later Ukraine, Russia and Belarus (the former Belorussia) reorganized as a Commonwealth of Independent States (CIS). Together, they comprised 80% of the land area of the former Soviet Union; Russia and Ukraine were the two largest countries in Europe. Within weeks, all but one of the remaining former Soviet republics had joined the CIS.

Early in its history he Ukraine had resisted encroachments by other nations and had fought to establish itself as an independent state. For a century, (late 17th to the 18th century) the eastern part of a partitioned Ukraine enjoyed self-government while its western counterpart was ruled by Poland. However, in 1764, Russia's Catherine the Great conquered east Ukraine from Poland and west Ukraine from the Cossacks; it remained a Russian province until WWI.

Ukrainian nationalism emerged; Russia responded by banning the Ukrainian language and suppressing "nationalist activities." Repression eased after the 1905 revolution but the 1917 revolution brought the Ukraine into the Soviet Union where, again, it suffered even greater repression under Josef Stalin. The 1937 constitution of the Soviet Union granted the Ukraine some rights as a free state, although the only right the Ukraine was allowed to exercise was as a seated member of the United Nations.

When Germany invaded the Soviet Union in 1941, it declared the Ukraine a free state, then "destroyed the land and exterminated thousands of its people." At the end of World War II, Stalin increased its size; in 1954, "the Crimean region was transferred to Ukraine...to strengthen Russian-Ukrainian unity."

Sevastopol, on Crimea in the Black Sea, used to be a Soviet naval base. Historically, the Black Sea has been an important link to Eastern European markets and it has had significant influence on Russian foreign policy.

When the Soviet Union was disbanded and the CIS was formed, the issue of who would control the military and nuclear weapons scattered throughout the old republics was not determined. Later, economic necessity forced many of the former republics to sell several of the weapons within their borders to other countries.

Adapted: COMPTON'S ON-LINE ENCYCLOPEDIA, 1995.

VIETNAM:
STUDENT HANDOUT: A DIFFERENT KIND OF WAR

DIRECTIONS: How did the Vietnam conflict change forever Americans' perceptions of war? How was it different from other wars the U.S. had experienced? Use your resources to identify each term below as it related to the Vietnam War and how it may have affected one's perception of the war.

1. television news coverage of the war:

2. "guerilla" warfare:

3. POW-MIAs:

4. "undeclared war":

5. the domino theory:

6. the war as a political issue:

7. escalation:

8. "peace with honor":

==========

Share your responses and discuss why you think the Vietnam War divided Americans so sharply. Compare what you know of this war with other modern wars that had U.S. participation. How did the elements identified above make Vietnam a "different" kind of war? What do you think Former Secretary of Defense Robert McNamara hopes Americans have learned from this experience?

Wednesday, April 12, 1995

ANCHOR DESK

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* Take an educational adventure with Turner Adventure Learning to *
* Berlin May 10 - 12. We'll be celebrating the end of WWII with *
* V-E Day. Call 1-800-344-6219 to register. *
****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	CNN visits the U.S. prisoners in Iraq.	3:50
AROUND THE WORLD	3	Pakistani Prime Minister Benazir Bhutto wants a "money back guarantee" from the U.S.	:25
DID YOU KNOW?	4	According to U.N. figures, Brazil's wealthy earn 32 times what Brazil's poorest earn.	:20
BUSINESS DESK	5	With tariff barriers down, Brazilians are going "loco" for imported goods.	2:30
NEWSQUOTE	6	from "Home on the Range"	:20
COWBOY POETRY	7	Cowboys and girls gather in Nevada to celebrate their land and heritage in poetry.	2:50
TEEN CRIME VICTIMS	8	U.S. young teens are more likely to be violent crime victims than are the elderly.	:20
OUR WORLD	9	Two Chicago teens use the radio to increase awareness about violence against kids.	2:45
CLOSE	10		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

"bargaining opportunity" clemency tariffs protectionist
"urban masses" Poetry Gathering public radio violence

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TOP STORY: AMERICANS CAPTIVE

1. Compare and contrast the U.S. prisoners' explanation of how they entered Iraq with the Iraqi version. What effect, if any, does this discrepancy have on negotiations for their release?

BUSINESS DESK: BRAZIL'S IMPORTING FRENZY

2. What are imports? Why is Brazil's import business booming? Define "tariff." How do tariffs affect a consumer's buying power for imported goods? Explain how political conditions in Brazil led to the removal of tariffs.
3. Distribute the HANDOUT (pg 3) to groups of students. Have each group choose any five nations, then research to determine the major exports, imports and trading partners of each.
   a. Distribute outline maps of the world and have groups color-code them to depict the trading partnerships that they have found.
   b. Have groups present their maps and explain the flow of goods/services that they observe.
   c. Generate a class discussion about trade deficits. Define the term and its implications for a nation's economy.
   d. Have groups offer suggestions as to how a nation (using as an example one they have researched) should address a trade imbalance.

COWBOY POETRY: A GATHERING OF POETS

4. What are some common themes in cowboys' poems? Why do you think these ideas are important to them?
5. In the video an observation is made that the Poetry Gathering's focus on Native American cowboys is "a natural alliance for the one-time enemies." To what extent do "cowboys" and "Indians" stand for the same things? Divide the class into groups: half the groups "cowboy," the other half, "Indian." Have groups discuss America's symbolic associations with each figure, then share their ideas in class, comparing/contrasting the "cowboy" and "Indian" figure in popular culture.
6. Distribute the HANDOUT (pg 4). Have groups use the template to prepare an analysis of a poem about nature and human beings' relationship to the natural world. Suggested poets: Vachel Lindsay, Robert Frost, Elizabeth Bishop and the Romantic poets. Groups should examine the use of images, figurative language and sound to convey theme, deliver a dramatic reading and share their analyses with the class.

OUR WORLD: RADIO TRAGEDY

7. Why are LeAlan Jones and Lloyd Newman documenting violence in their Chicago housing project? What have they learned?
8. Instruct groups of students to interview their peers to find out why they think crime has reached epidemic proportions in the U.S. Share findings in a class discussion. Who or what is to blame for this national crime spree and what can teens do about it? Discuss.

BALANCE OF TRADE DESK:

DIRECTIONS: Choose any five nations and research to determine each one's major exports, imports and trading partners. Record your information below.

NATION	MAJOR EXPORTS	MAJOR IMPORTS	TRADING PARTNERS

Obtain an outline of a world map. Devise a color code so an observer will be able to determine, by looking at it, which nations are trading partners. (If a nation is a trading partner of several nations, make sure all the appropriate colors are used.) Present your map to the class and explain the flow of goods and services.

What are trade deficits? Do any of the nations you researched have a trade deficit? If so, review your information and discuss what you would recommend that country do to resolve its trade imbalance.

STUDENT HANDOUT: NATURE AND THE POET

DIRECTIONS: Use the template below to help you write a critical analysis of a poem about nature and human interaction with the natural world. Perform a dramatic reading of your poem and share your insights on its themes and techniques with the class.

POEM:_____ POET:_____

PLACE/LANDSCAPE DESCRIBED IN THE POEM:_____

IMAGERY. What sights, sounds, smells and sensations of nature are described in the poem? Write some of the most vivid examples here:

FIGURATIVE LANGUAGE. Look for similes and metaphors. To what is nature or its elements--plants, animals, the sea and sky--compared?

DEVICES OF SOUND. Read the poem and listen to its "music": rhyme, meter, alliteration, repetition, etc. List some striking examples:

THE POETIC EFFECT. Consider the images, figurative language and musicality you've noted above. What overall picture of nature does it create (i.e., is nature harsh, peaceful, unpredictable, benign?)

THEME. What conclusions can you draw about the poet's response to nature and its relationship to human beings?

Thursday, April 13, 1995

ANCHOR DESK

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* What's the latest in distance learning? Try on Turner Adventure *
* Learning's next electronic field trip for size. We're going to *
* Berlin to commemorate V-E Day May 10, 11 and 12. Call *
* 1-800-344-6219 to receive training, classroom materials and more!*

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Politicians remember President Franklin Roosevelt's legacy 50 years after his death.	4:00
DID YOU KNOW?	3	The development of a vaccine for polio was announced 10 years after FDR's death.	:30
AT ISSUE	4	A controversy is stirring over a memorial dedicated to Pres. Franklin Roosevelt.	2:30
NEWSDATE	5	On this date...1743...1943...	:30
SCIENCE DESK	6	Superman may have "X-ray vision" but some humans have "high-tech eyes."	2:50
NEWSQUOTE	7	... from Havelock Ellis, British writer	:30
OUR WORLD	8	A ballet school in Brazil gives children of poverty a way to escape to another world.	2:40
CLOSE	9		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

FDR "New Deal" Great Depression Warm Springs, GA polio
disability classical dance dignity ballerina slum

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TOP STORY: FRANKLIN DELANO ROOSEVELT

1. According to U.S. President Clinton, what were the cornerstones of FDR's philosophy? List some of the controversial issues both presidents have had to face while in office. Why do you think these issues are still debated today?
2. Distribute copies of the HANDOUT (pg 4). Have groups research FDR's 12-year presidency and record on the chart key actions, decisions and programs in the areas of welfare, jobs, etc. Groups should note also the short- and long-term effects of these actions and programs. When the charts are completed, groups should choose one action/program to evaluate. How successful was it in its time? If its effects are still felt today, are they positive or negative? Share findings and evaluations.
3. Challenge groups to explore Franklin Delano Roosevelt's image and how it is used in contemporary politics by searching the media for references, quotes and commentary on FDR and the New Deal. In what contexts is his name invoked? How is he and/or his policies viewed by different politicians today? Discuss some of the most striking references. What ideas does the image/name of FDR evoke in the political arena today?

AT ISSUE: THE FDR MEMORIAL

4. Describe the FDR memorial's depiction of the late president. What are the Memorial Commission's reasons for depicting him this way? Why are some critics objecting to the memorial?
5. Search the media for articles and editorials supporting or criticizing the memorial, challenging students to highlight what they believe to be some of the most compelling arguments FOR and AGAINST the memorial. Share these in class. After all ideas have been aired and discussed, challenge students to write their own editorials. Should the FDR Memorial continue as planned or should it be changed and, if so, how? Students should state and justify their positions.

OUR WORLD: BALLERINAS IN BRAZIL

6. Besides dance, what have the girls of Fortaleza learned at the ballet school? What effect has it had on their lives?
7. What programs help young people in your community develop self-confidence and envision opportunities? In groups, research youth recreation/arts programs in their area, noting the activities offered, age groups served and participation cost. As a class, evaluate your community's youth programs. Are there enough? Are they accessible to persons of all income levels? Explain and make recommendations.

EXTENSION: Compile a resource list of youth art and recreation programs with codes/icons to designate age groups, cost, etc.

DESK: HIGH-TECH EYES

1. BEFORE VIEWING: What are some of the ways that doctors currently treat diseases and disorders of the human eye?

2. AFTER VIEWING: How did Hal Zachery lose most of his sight? How does he compensate for this loss? What does the Low Vision Enhancement System ("ELVIS") do to help him see better?

3. Divide the class into groups. Have each group (a) research one eye disease or malfunction, (b) create a diagram or model illustrating how the disorder affects vision and (c) present its work to the class. CHALLENGE: Have each group devise one high-tech method of dealing with a vision problem and share its idea.

4. Ask each group to choose an occupation in the vision field and find out what that professional does and what training and education are required. Assist groups in compiling their information into a booklet on "Careers in Vision" and present the booklet to your school's Guidance Department.

5. What optical advances, throughout history, have enabled people to see better? Have each group choose one historical period and profile the inventors and products that attempted to correct vision problems. Invite a specialist in the optical field to address the class on the most modern advances and discuss possible future approaches.

6. What are some of the characteristics of human vision? Working in small groups, devise brief experiments and activities that demonstrate some of these characteristics (e.g., focusing, binocular vision, peripheral vision) and conduct the activities in class. Have each group lead a class discussion on the outcome of its experiment and how that vision characteristic enables humans to function in a modern world.

7. "ELVIS" is a product of a combination of medical and space technology. What other medical knowledge/advances have been gained from our exploration of space? Challenge groups to locate information on any one such advance, share their data then suggest one space experiment that could be conducted to offer additional insight into a human health concern.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

legally blind retina ophthalmologist peripheral vision "ELVIS"

STUDENT HANDOUT: FDR'S LEGACY

DIRECTIONS: Part I. Research the presidency of Franklin Delano Roosevelt. Record key actions and decisions related to the topics listed on the chart. In the LEGACY column, discuss the short- and long-term effects of those actions. Spaces are provided for additional topics you may discover in the course of your research.

TOPIC	ACTIONS/DECISIONS	LEGACY
SOCIAL SECURITY AND WELFARE		
EMPLOYMENT AND LABOR		
FOREIGN POLICY		

Part II. Evaluate one of the actions or programs noted above.

1. Determine its level of immediate success. What was it designed to accomplish? Did it succeed? Explain.
2. Assess its long-term achievement. Are its current effects positive or negative? State your rationale.

Friday, April 14, 1995

ANCHOR DESK

Teachers! Connect your students to yesterday's history with today's world events. Turner Adventure Learning celebrates the golden anniversary of Victory in Europe Day with a journey to Berlin May 10-12. Call 1-800-344-6219 to register your class!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A federal appeals panel puts Shannon Faulkner closer to the corps of cadets.	3:00
HEADLINES	3	U.S. PRES. CLINTON TALKS TO CNN ABOUT TAXES AND DEPRESSING MOMENTS IN HIS PRESIDENCY...	1:00
ON THE TRAIL	4	California Congressman Robert Dornan seeks the Republican presidential nomination.	1:00
EDITOR'S DESK	5	CNN NEWSROOM looks at U.S. prisoners in Iraq, elections in Peru and revelations about U.S. involvement in Vietnam.	3:50
LOOK AHEAD	6	Next week: gender and education...	:30
OUR WORLD	7	Science students: "We want our Chem-TV"!	2:55
CHECK IT OUT	8	Elementary school students in Ohio collect over a million pennies for new computers.	:30
CLOSE	9		1:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Citadel "corps of cadets" single-gender Robert McNamara
Lyndon Johnson George McGovern CHEM-TV Dow Chemical

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TOP STORY: THE CITADEL

1. Summarize yesterday's Federal Appeals Court ruling regarding the Citadel's all-male cadet policy. Who is Shannon Faulkner? What is her current status at the Citadel? How could that change if the state of South Carolina is unable to create a military education facility for women?
2. What is the Equal Protection Clause of the 14th Amendment to the U.S. Constitution? Working in small groups, have students research this important aspect of the Constitution and find at least one example of its application. Share findings in a class discussion. Whose rights are protected under this clause? Who is not afforded anti-discrimination protection under this clause? Why not? Discuss.

EDITOR'S DESK: AMERICANS CAPTIVE, PERU'S ELECTIONS, MCNAMARA BOOK

3. Distribute the NEWSQUIZ (pg 4). Have each student demonstrate his/her knowledge of the geography of this week's news by indicating the location associated with each headline given. ANSWERS: 1-Peru; 2-Warm Springs, Georgia; 3-Iraq, 4-Chicago; 5-the Ukraine; 6-South Carolina; 7-Pennsylvania Avenue, Washington, D.C.; 8-Washington, D.C. Have each student review the details of one of these news stories, write a summary of that story, and deliver it as a CNN NEWSROOM anchor.

OUR WORLD: "CHEM-TV"

4. What is the purpose of "Chem TV"? Do you think this program is a good idea? Why/Why not?
5. How would you use some of the ideas behind "Chem-TV" to teach scientific processes and principles? Divide the class into groups. Have each choose one scientific process or principle (e.g., photosynthesis, laws of gravity), devise a creative and interesting way to teach that topic to a group of younger students, then test it on a group of young students. Each group will evaluate its own efforts: How did the students respond to each lesson? What approaches seemed to hold their interest the longest? Discuss.

MEDIA LITERACY

6. Provide groups with a copy of the HANDOUT (pg 3) and ask them to consider the list of "cultural icons" and the ideas each one represents. Groups should try to think of two additional symbolic figures and write them -- and the ideas they evoke -- on the HANDOUT. Next, have groups interpret the quotes culled from recent media. They should identify the icon and explain the speaker/author's purpose in invoking that person. Have groups search the media for other references to iconic figures from politics, sports, music, etc., and share their ideas and interpretations with the class.

MEDIA LITERACY:
STUDENT HANDOUT: CULTURAL ICONS

DIRECTIONS: Part. I. When a public person's image is larger-than-life and his/her name becomes associated in people's minds with certain qualities, the person becomes an "icon" or symbol of those traits. Consider the list of iconic figures below. What ideas, principles or actions come to mind? Add a few icons of your own.

John F. Kennedy

Eleanor Roosevelt

Abraham Lincoln

Adolf Hitler

Rosa Parks

Geronimo

Martin Luther King, Jr.

Mother Theresa

Mohandas K. (Mahatma) Gandhi

Marie Antoinette

Part II. Icons are often invoked by the media and politicians because they are familiar, meaningful and elicit strong emotions. Read the quotes below. Identify the icon, explain the quote and discuss the ideas and/or emotions the speaker/author is hoping to convey by calling that person to mind. Search the media for other references to icons in the fields of politics, sports, art, etc.

1. "I believe if Roosevelt were here he'd say let's have a great old-fashioned debate about the role of government...but he'd also say let's not forget that what works is when you get a hand up, not a hand out..." --U.S. President Bill Clinton, CNN, 4/12/95.

2. "Predictably, government went too far and began discriminating in reverse: we should remember that Martin Luther King's goal was a color-blind society, not one in which racial preferences divide us." --House Speaker Newt Gingrich, NEWSWEEK, 4/10/95, Pg. 22.

3. "[California Gov. Pete Wilson's] nothing more than a sophisticated George Wallace..." --Jesse Jackson, NEWSWEEK, 4/3/95, Pg. 25.

4. "Like Ike, retired general [Colin Powell] shares the qualities of leadership, intelligence and love of country. Like Ike, he must be convinced he has a duty to serve." --Stephen Ambrose, "Draft Colin Powell for president," USA TODAY, 4/12/95, Pg. 11A.

DATELINE:
THE WORLD

DIRECTIONS: Each "headline" below describes a news item from this week's CNN NEWSROOM programs. On the line following each headline, write the location where that event took place or the name of the place to which the headline refers.

1. HEADLINE: ALBERTO FUJIMORI ELECTED PRESIDENT

---

2. HEADLINE: POLITICIANS COMMEMORATE FDR'S LEGACY

---

3. HEADLINE: U.S. PRISONERS GET VISITS FROM CNN AND DIPLOMATS

---

4. HEADLINE: STUDENTS PRODUCE RADIO DOCUMENTARY ON VIOLENCE

---

5. HEADLINE: FORMER RUSSIAN REPUBLIC SHARES BLACK SEA FLEET

---

6. HEADLINE: COURT RULES STATE MUST PROVIDE CITADEL-LIKE EDUCATION FOR WOMEN

---

7. HEADLINE: PANEL RECOMMENDS CLOSING STREET IN FRONT OF WHITE HOUSE TO VEHICULAR TRAFFIC

---

8. HEADLINE: N.O.W. RALLY ADDRESSES VIOLENCE AGAINST WOMEN

Choose one of these headlines and review the details of that story. Then, write a brief summary of the event and deliver it as a CNN NEWSROOM anchor.

Monday, April 17, 1995

ANCHOR DESK

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* All aboard for the ride of the school term! Turner Adventure *
* Learning is going to Berlin May 10-12 to celebrate Victory *
* in Europe Day. Participants will interact with World War II *
* experts from around the world. Call 1-800-344-6219 to register! *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
DUE TO TECHNICAL DIFFICULTIES THERE WILL BE NO CLOSED CAPTIONING			
OPENING	1		:45
TOP STORY	2	The U.N. conference to extend the Nuclear Nonproliferation Treaty begins today.	3:15
HEADLINES	3	IRAQ REJECTS U.N. OFFER...ISRAEL REAFFIRMS ITS COMMITMENT TO PEACE...	1:00
DID YOU KNOW?	4	...these facts about ultrasound?	:30
FUTURE DESK	5	Ultrasound technology will play a role in the future of aircraft maintenance.	2:45
TAKE CARE OF BUSINESS	6	Today is federal income tax day in the U.S. and procrastinators are scrambling.	1:15
NEWSFACT	7	Graduates of women's colleges are more likely to receive doctorates...	:20
LEARNING TOGETHER	8	(Part I) Is there gender equality in the classroom?	3:55
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

NPT	Hiroshima	Warren Christopher	ultrasound	corrosion
FAA	flat tax	income tax	national sales tax	gender bias

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TOP STORY: NUCLEAR NONPROLIFERATION TREATY CONFERENCE

1. What is the objective of the Nuclear Nonproliferation Treaty? Explain what U.S. Sec'y. of State Christopher means when he says that many of the NPT's achievements have been "invisible."
2. Divide the class into small groups, each representing an NPT Conference attendee. Review the Top Story then distribute copies of the RESOURCE (pg 4) to groups and review it together. Have each research its nation's position on the NPT and compose and deliver an opening statement one would expect that nation to make at the conference. What factors will all conferees have to consider to arrive at a nonproliferation agreement at this meeting? Discuss.

FUTURE DESK: ULTRASOUND IN AVIATION

3. Why are airlines concerned about corrosion? Discuss how ultrasound technology assists in corrosion detection.
4. How is ultrasound technology used? Distribute the HANDOUT (pg 3) to groups. Have each group research the ways ultrasonic waves are used by animals and in navigation, industry and medicine and record examples in the table. Challenge groups to propose one other future use of ultrasound then share their research and their new application(s). Award an "eyes on the future" prize to the group with the best new application.

TAKING CARE OF BUSINESS

5. According to the video, what are some reasons why many people wait until the last minute to pay their federal income taxes?
6. Divide students into three groups:
   a. GROUP 1: research to learn as much as it can about the current U.S. income tax (including tax brackets, major deductions, etc.).
   b. GROUP 2: research Rep. Dick Armey's "flat tax" proposal.
   c. GROUP 3: study Sen. Lugar's "national sales tax" idea.

   Direct groups to report findings. Have each student choose "the best" of the three options and write an opinion paper supporting his/her choice.

LEARNING TOGETHER (PART I): CO-EDUCATION

7. Define "gender bias" and discuss the studies cited in the video. What evidence is given to suggest that gender bias exists? How do critics respond to this research?
8. Test theories at your school that were presented in the video. Choose one area of focus (e.g., self-esteem, enrollment in science classes, students' perceptions of equity/bias) and select or develop a measuring tool. Have groups conduct research and document their findings to share in class. Did their research yield findings similar to those in the video? Explain. Write self-evaluations of the research methods. How accurate were they? Point out possible areas of weakness/error.

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April 17, 1995 (3)

DESK: ULTRASOUND AND ITS APPLICATIONS

DIRECTIONS: Sound is produced by vibration; the faster an object vibrates, the higher its pitch. The human ear can hear sounds between about 20 cycles (complete vibrations) and 20,000 cycles per second. Sound wave frequencies greater than 20,000 cycles/second are called ULTRASONIC because they are inaudible to the human ear. Some animals can produce and use ultrasonic waves. Mechanical and electromagnetic devices can generate frequencies of over a 1,000 million cycles/second. Research the ways ultrasound is used in the categories below. Record your findings in the table.

APPLICATION CATEGORY	USES OF ULTRASOUND
ECHOLOCATION AND THE ANIMAL WORLD	
NAVIGATION AND EXPLORATION	
INDUSTRIAL CONTROL AND DETECTION	
MEDICAL DIAGNOSIS & TREATMENT	

Think of at least one other application for ultrasound technology for use in the future. What advantages/savings would it offer?

STUDENT RESOURCE: THE THIRD NUCLEAR AGE

U.S. intelligence community experts sometimes create "what if" scenarios with very real possibilities to try to guess the year the next nuclear weapon will be used in anger. According to one Department of Energy official, "It is a matter of when, not if. It will happen. It might be Pakistan against India. Or an Islamic state against Israel. Or Ukraine against Russia."

Welcome to the third nuclear age. The first age passed when the Soviet Union detonated an atomic bomb in 1949, thus ending the U.S. monopoly on nuclear weapons. The second ended when the 5 nuclear powers managed a cold war nuclear balance according to well-defined rules of deterrence and crisis management. Now, experts claim, the world is entering a more dangerous nuclear era as new and unpredictable players join the game. The rules of conduct are as yet unwritten. To complicate matters, several of these new players are not members of military alliances that could keep them in check.

This week, representatives from more than 170 governments will meet at the U.N. in New York to try to slow the arrival of this dangerous nuclear era. The major item on the agenda is the extension of the Nuclear Nonproliferation Treaty (NPT), the global agreement that prohibits additional nations from establishing nuclear weapons.

The U.S. has lobbied consistently to make permanent the treaty that went into force in 1970. Yet, a vocal group of nonaligned nations, led by Mexico, Iran and Indonesia, have been arguing that the declared nuclear weapons states (U.S., Russia, China, France and Great Britain) have not lived up to their end of the NPT bargain calling for "good faith" efforts toward nuclear disarmament. Egypt has also held out on the grounds that Israel should be forced to join the treaty. The Clinton Administration expects to lead the conference amid simmering differences among these factions.

What the NPT will not and cannot do, however, is to stop governments that are determined, despite the penalties, to get the technology and materials they need to covertly go nuclear. This is what happened with North Korea and Iraq, both signatories to the treaty, as well as with treaty holdouts Israel, Pakistan and India.

The NPT Conference attendees have a monumental task ahead: that of minimizing the threat of nuclear weapons use through diplomacy. The world will be watching as its future hangs in the balance.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Critical Mass," by Tim Zimmermann and Douglas Pasternak, U.S. NEWS & WORLD REPORT, 4/17/95, pp. 39-45.

Tuesday, April 18, 1995

ANCHOR DESK

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* Invite a WWII Veteran into your classroom during Turner Adventure Learning's next electronic field trip. We're commemorating the 50th Anniversary of the end of WWII with a trip to Berlin and will connect students to experts online. Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	China's deal to sell nuclear technology to Iran has the U.S. up in arms.	2:35
WHERE IN THE WORLD?	3	This nation is also known by some as the Republic of China...	1:00
INTERNAT'L DESK	4	Underground radio is becoming a legitimate broadcasting voice in Taiwan.	2:20
MAYAQUEST UPDATE	5	CNN NEWSROOM catches up with the MayaQuest team deep in the jungles of Guatemala.	2:50
LEARNING TOGETHER	6	Twenty-one years ago the "Women's Educational Equality Act" was passed in the U.S.	:20
LEARNING TOGETHER	7	(Part II) One school's innovative program attempts to promote gender equity.	4:30
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Boutros Boutros-Ghali Iran Warren Christopher Andrei Kozyrev
Qian Qichen Beijing Pyongyang Tikal temple Halley's Comet
innovative gender equity self-esteem stereotype confidence

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TOP STORY: CHINA'S SALE OF NUCLEAR TECHNOLOGY TO IRAN

1. Why does China want to sell nuclear technology to Iran? How does the U.S. view this action? What are U.S. officials doing to try to dissuade both the Chinese and Russians from selling nuclear know-how to the Iranians?
2. Divide the class into groups of three. Direct each group to (a) research to learn more about China's and Russia's willingness to sell nuclear technology to Iran and (b) the U.S. rationale against such a sale. Challenge each group to role-play two meetings, one between U.S. Secretary of State Warren Christopher and Russian Foreign Minister Andrei Kozyrev and another between Mr. Christopher and Chinese Foreign Minister Qian Qichen. What is each nation's motive? Have the class predict the likely resolution of each scenario.

MAYAQUEST UPDATE: TIKAL

3. How was Tikal like the "New York City" of the Mayan culture? Describe the ruins on that site. Who or what inhabits the ruins now? Why were the MayaQuest team members amazed by these temples?
4. According to the video, what was the purpose of the temples at Tikal? How do you think other ancient civilizations may have "communicated with the gods"? Working in small groups, have students research and present reports on how ancient cultures attempted to control or interact with the forces of nature. Did they build temples or monuments? Conduct ceremonies? Create legends to "explain" the unexplainable? Does students' research support or refute the claim in the video that the appearance of Halley's Comet may have been a factor in the disappearance of the Mayan culture? Discuss.

LEARNING TOGETHER (PART II): A PROGRAM FOR GENDER EQUITY

5. What is the goal of the Gwinnett County program described in the video? How does Courtney's teacher try to promote gender equity in the classroom?
6. Do you think society steers girls away from pursuing math and sciences? Generate a class discussion around this question and have students offer the rationale for their beliefs. Invite a female professional in a math or science field to address the class on this topic and discuss the opportunities for young women with education in these subjects.
7. What should be done to encourage girls to take more math and science courses? Challenge each student group to come up with ideas for a campaign to meet this objective and share their ideas with the class. Have the class evaluate the ideas and choose the best ones to submit to your school's Guidance Department for consideration.

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***** DESK: TAIWAN BROADCASTING

1. BEFORE VIEWING: Lead a discussion of the role the media plays in a democratic society. What role does the media play in nondemocratic societies? Give examples.

2. AFTER VIEWING: Ask: How would you describe the relationship between the pirate radio stations and the Taiwan government? Discuss the actual and potential power of both institutions.

3. Define "authoritarian" and have the class create a list of characteristics that define an authoritarian government. Refer students to the discussion held before viewing the video and have them compare the role the media plays in Taiwan with the role the media plays in the U.S. Then ask them to name other countries where the media plays a role similar to that in Taiwan and look for similarities in governmental structure.

4. What action is the Taiwan government taking in order to exercise some authority over the radio stations? What do you think this says about the government? about the influence of radio? Explain. In your opinion, could this turn of events have occurred if radio had not been so popular with the people? Challenge students to translate into an art form the expression, "If you can't beat 'em, join 'em," in light of the Taiwanese government's change in policy.

5. Lead a class discussion of the constitutionally protected "freedom of speech" in the U.S. Bill of Rights. Ask: Are all forms of speech "protected"? Ask students to give examples of "protected" and "unprotected" speech and state the rationale for both. Distribute a copies of the HANDOUT (pg 4) and instruct students to define "censorship." Lead a class discussion of the forms censorship can take. Have students work in groups to complete the HANDOUT, then reconvene the class as a whole to discuss students' interpretations of censorship and the role it should play in American society.

6. Divide the class into groups. Assign each group the task of researching the history of one form of protected speech, e.g., the press, radio, T.V., and include proscribed speech, political ads, landmark regulations and regulatory bodies. Have groups pool their findings and create a timeline that reflects the growth of the media and the evolution of the first amendment to the U.S. Constitution.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

pirate station authoritarian Kuomintang censorship

STUDENT HANDOUT: CENSORSHIP

DIRECTIONS: Believing that an informed citizenry would be a more responsible citizenry, the United States' founding fathers guaranteed in the U.S. Bill of Rights free speech and a press free from government control. Use your dictionary to define "censorship" then discuss the term in class and give examples.

A. What topics or issues may be censored in some places?

_____ _____

_____ _____

B. Are there topics or issues that you could not publish in your school newspaper? If so, explain.

C. Working in a group, monitor several forms of the media for examples of censored expression. Record in the chart below:

FORM OF EXPRESSION	CENSORED
Print	
Broadcast	
Performing Arts	
Symbolic Speech (such as armbands, ribbons, etc.)	

Do you think that any of the examples given were an abridgement of your rights as guaranteed by the U.S. Constitution? If so, explain. Discuss the effects that censorship can have on the freedom of expression. In your opinion, what role should censorship play in American society? Why?

Wednesday, April 19, 1995

ANCHOR DESK

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* Electronic Field Trips are the latest way to connect your student *
* to the world and Turner Adventure Learning makes it easy! Come *
* with us next month for a multimedia journey to Berlin to *
* commemorate V-E Day May 10 - 12. Call 1-800-344-6219 today. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	U.S. Pres. Clinton challenges Congress to pass a bipartisan welfare reform bill.	3:15
HEADLINES	3	SENATOR PHIL GRAMM CALLS FOR AN END TO "BUSINESS AS USUAL" IN WELFARE REFORM...	1:00
AGENDA: EARTH	4	The Yellowstone River tops the list of the most threatened rivers in the U.S.	1:00
BUSINESS DESK	5	Designers are bridging the gap between "haute couture" and "bargain basement."	1:55
PULITZERS	6	This year's prize winners are announced...	:45
LEARNING TOGETHER	7	(Part III in our series) Some schools try to promote equity with single-sex classes.	2:50
SPORTSPAGE	8	Joe Montana retires from the NFL.	:30
CLOSE	9		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

welfare reform — Dr. Henry Foster — NATO — designer collections
"bridge" lines — David Sadker — gender equity — federal funding

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TOP STORY: PRESIDENT CLINTON'S PRESS CONFERENCE

1. Why did Pres. Clinton hold a prime time press conference last night? What challenges did he offer GOP Congressional leaders? How did Republicans respond to Pres. Clinton?
2. Distribute the HANDOUT (pg 4). Ask students to imagine they are CNN correspondents who cover presidential press conferences. Direct students to "prepare" for the conference by using media resources to help them come up with one question for each topic listed on the HANDOUT. Share their questions, then review the TOP STORY and discuss President Clinton's response to similar inquiries. Discuss the effectiveness of the press conference as a tool for a president who wants to "get his message across."

BUSINESS DESK: BUILDING BRIDGES

3. What is "bridge-wear"? Why does this clothing line appear to be doing well across the U.S.?
4. Working in small groups, have students compare different clothing labels in their area. Assist groups in developing and using criteria for comparing the same kind of clothing (e.g., women's sportswear, men's suits). Have groups chart and present their findings. Ask: How do quality, price and other factors compare among designer, bridge-wear and mass-produced lines? Do you feel the differences in clothing are worth the price differentials? Discuss.

LEARNING TOGETHER (PART III): SINGLE-SEX CLASSES

5. Provide students with copies of the HANDOUT (pg 3).
   a. BEFORE VIEWING, ask students to indicate their positions on single-sex classes on the scale at the top of the HANDOUT and list their reasons.
   b. AFTER VIEWING, students should note arguments/ideas that support or challenge their positions.

   As a class, discuss these and other ideas on the issue. Then, working individually, have students complete the HANDOUT, reconsidering their earlier views in the light of new ideas. Have students write "position statements" expressing their "new" positions and the main reasons they believe as they do.
6. What single-sex educational facilities are available in your state/region? In groups research local schools/colleges to find out how many are co-ed, all-female or all-male. Groups should note the level, status (i.e., public, private) and history of each school. Was it always co-ed or single-sex? When did it change? Why? Share results and invite the class to draw conclusions, note trends and make predictions based on the findings.

EXTENSION: Have groups research Title IX and other laws governing equality in education. In what ways do these laws shed light on the trends in education that groups noted?

April 19, 1995 (3)

SINGLE-SEX CLASSROOMS:
STUDENT HANDOUT: FORMING AN OPINION

DIRECTIONS: BEFORE VIEWING respond to this statement: "All-girl or all-boy classes make good educational sense." Indicate your opinion by marking an X on the continuum below.

STRONGLY AGREE		STRONGLY DISAGREE

What are some of the reasons you believe as you do?

AFTER VIEWING write one or two of the best arguments/points from the video to support your original position:

Write one argument/point that challenges your original view:

Discuss the issue with your classmates. Note some of the best arguments for both sides here:

Reconsider your opinion and indicate your position on this scale:

STRONGLY AGREE		STRONGLY DISAGREE

Have the ideas expressed in the video and/or the points raised by your classmates changed your perspective? Explain.

On a separate sheet, write a "position statement" in which you express your opinion on this issue and list the main ideas and arguments that have led you to formulate this opinion.

PRESIDENTIAL PRESS CONFERENCE:
STUDENT HANDOUT: YOU ARE THERE

DIRECTIONS: Imagine you are a CNN correspondent assigned to cover a presidential press conference. You must do "homework" in advance to be knowledgeable on important issues and plan what you would ask the President. For each topic below, use media resources to come up with a relevant question a reporter might ask President Clinton. Write your questions in the spaces below each topic.

WELFARE REFORM:

THE FALLING U.S. DOLLAR:

TAXES:

NUCLEAR NONPROLIFERATION:

PEACE IN THE MIDDLE EAST:

SURGEON GENERAL NOMINEE:

THE FIRST 100 DAYS OF THE GOP CONGRESS:

HIS RECORD AS PRESIDENT:

Share your questions with the class. Then review today's TOP STORY video and discuss the President's responses to reporters' questions on some of these topics. Do you think the press conference is an effective tool for a president to "get his message across"?

Thursday, April 20, 1995

ANCHOR DESK

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* Set off on a multimedia journey across time and space to Berlin, *
* Germany, May 10-12. Turner Adventure Learning is traveling to *
* Europe to celebrate the end of WWII with V-E Day. Call *
* 1-800-344-6219 to participate in this international event. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
** THIS IS A SPECIAL LIVE EDITION (3:45 A.M. EDT) OF CNN NEWSROOM ** FOCUSING ON THE BOMBING OF THE FEDERAL BUILDING IN OKLAHOMA CITY.			
OPENING	1		:45
TOP STORY	2	Dozens are killed, hundreds are injured as a result of a bombing in Oklahoma City.	5:05
EMERGENCY RESPONSE	3	How local and federal authorities have mobilized to address the situation...	:30
CLINTON RESPONSE	4	U.S. Pres. Clinton says he will not allow the U.S. to be intimidated by terrorists.	2:50
SECURITY	5	The attack in Oklahoma has led to increased security at federal buildings across the U.S.	:45
WTC LESSONS LEARNED	6	Investigators in Oklahoma will be looking to New York for help in solving this crime.	3:25
REACTIONS	7	World leaders react to the tragedy.	:30
CLOSE	8		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

terrorism ATF FBI Oklahoma City World Trade Center security

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TOP STORY: EXPLOSION IN OKLAHOMA CITY

1. Locate Oklahoma City, Oklahoma, on a U.S. map. What do you know about this city? What image comes to mind when you hear the term "America's Heartland"? Were you surprised to learn that this city was the site of an apparent terrorist attack? Why/Why not?
2. What are some of the theories associated with possible suspects and motives for this bombing? Does this attack resemble any other recent terrorist attacks? Explain. How has U.S. Attorney General Janet Reno reacted to the bombing? What sentence does she plan to seek for those responsible?

U.S. PRES. CLINTON REACTS

3. Describe Pres. Clinton's reaction to the attack. How would you describe his tone and demeanor? What did the President mean when he called the attack "an act of cowardice"? What steps is his office taking to address the situation?
4. Divide the class into groups and provide each one with a copy of the HANDOUT (pg 3). Have groups research the agencies listed and record information on agency origins, responsibilities and recent notable actions. Have groups share their research with their classmates. As the class watches coverage of the situation in Oklahoma City, have students take notes on the role each agency plays in responding to this crisis. Students should also note the actions and responsibilities of other federal, state and local government organizations.

EXTENSION: Have groups explore careers in law enforcement/crisis response. In groups, choose an agency listed on the HANDOUT or another noted during coverage. What are the important jobs people do in and after an emergency? List the skills, training and other job requirements for this kind of work.

5. Addressing the nation in a time of tragedy is something that many Presidents have had to do. What do you think goes through the Chief Executive's mind as he prepares to comfort the citizens of his country and assert a sense of control? Have each student choose any one leader and write a journal entry that he/she may have written on the event of a national tragedy. Have students share their entries and discuss the factors that shaped their perception of that leader's handling of the crisis.

LESSONS LEARNED FROM THE WTC BOMBING

6. Why are authorities in Oklahoma City looking to their counterparts in New York City for expertise?
7. Working in small groups, have students research to learn more about the investigations that led to the arrests of the World Trade Center bombing suspects. Share their findings in a class discussion then ask students to speculate as to how authorities will begin their search for clues in this latest attack. What kinds of information are they seeking? Where might they find some valuable clues? Discuss.

STUDENT HANDOUT: GUIDE TO GOVERNMENT AGENCIES

DIRECTIONS: Media coverage of disasters like the Oklahoma City bombing contains many references to government agencies. Research the following agencies to find out why and when they originated, their responsibilities and some of their recent notable actions. Record your findings in the chart below.

AGENCY	ORIGINS	PURPOSE/ RESPONSIBILITIES	ACTIONS
FEDERAL BUREAU OF INVESTIGATION (FBI)			
FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA)			
DEPARTMENT OF THE TREASURY			
BUREAU OF ALCOHOL, TOBACCO, AND FIREARMS (ATF)			

As you follow coverage of the situation in Oklahoma City, note the actions of these and other federal, state and local government organizations. What is each group's area of responsibility and expertise in a crisis?

Friday, April 21, 1995

ANCHOR DESK

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* No passports or permission slips required! Lunch is all you need *
* to travel with Turner Adventure Learning to Berlin, Germany for *
* our next electronic field trip. Call 1-800-344-6219 to receive *
* your classroom guides and teacher training materials. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
** THIS IS A SPECIAL LIVE EDITION (3:45 A.M. EDT) OF CNN NEWSROOM ** FOCUSING ON THE BOMBING OF THE FEDERAL BUILDING IN OKLAHOMA CITY. ** TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED. **			
OPENING	1		:45
TOP STORY	2	Workers search for survivors as U.S. Pres. Clinton promises swift, severe justice.	4:15
HOW TO HELP	3	American Red Cross: 800-HELP-NOW Salvation Army: 405-270-7800	:45
COMMUNITY COPES	4	The people of Oklahoma City share their experiences and emotions about the bombing.	2:45
BOMBING POLL	5	Forty-seven percent of respondents believe future terrorist attacks are "very likely."	:30
KIDS REACT	6	Children in Oklahoma City suffer fear and anxiety in the wake of the explosion.	3:50
INTERNAT'L RESPONSE	7	World leaders express sympathy and outrage over the bombing of U.S. citizens.	1:00
CLOSE	8		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

manhunt | half staff | FBI | reward | death penalty | trauma

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Curriculum materials by Teachable Tech, Inc.

TOP STORY: EXPLOSION IN OKLAHOMA CITY

1. What leads does the U.S. government have in this case? What incentive has been offered for additional information?
2. Why is Pres. Clinton considering going to Oklahoma City? What are some reasons why he should/should not go? Working in small groups, have students brainstorm the pros and cons of a presidential visit at this time and share ideas. Ask: If you were an advisor to the President, what would you suggest? Discuss.

VICTIM REACTIONS

3. Who is Chris Fields? How has the Oklahoma City bombing affected him forever? Have you ever experienced a personal tragedy similar to any of the stories in this segment? If you have, has it changed you in any way? Explain.

KIDS REACT

4. Describe the emotions exhibited by the children in the video. Although they are physically unharmed, how did the explosion "hurt" them?
5. Invite a mental health professional to address the class on helping young children cope with trauma. How can older children and adults help young victims regain a sense of control after a human-made or natural disaster? Discuss.

NEWSQUIZ

6. Distribute copies of the NEWSQUIZ (pg 4). Students should imagine they are searching an on-line news and reference database for information on events and issues featured on this week's CNN NEWSROOM. For each topic, have students list KEY WORDS they could "tell" the computer in order to access articles on that subject. Then, students should choose one topic and write one of the "articles" their search could yield, using as many of their KEY WORDS as they can. Have students share their KEY WORDS and articles. Answers will vary; accept all KEY WORDS students can logically connect to the topics.

MEDIA LITERACY: PUBLIC KNOWLEDGE

7. Today's MEDIA LITERACY page is intended as a catalyst for discussion on the public's right to know in the event of a threat to safety like the terrorist attack in Oklahoma City. Distribute the HANDOUT (pg 3) and review the directions. Have students work independently to determine whether they, as media executives, would make each given element of the story public and indicate their rationale. Have students discuss their responses. Generate a class discussion about the public's right to know and whether students think there are circumstances when that right should be limited.

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* OKLAHOMA CITY BOMBING: HOW TO HELP - RED CROSS 800-HELP-NOW *
* Also: SALVATION ARMY, 311 S.W. Fifth Ave., P.O. Box 25516, *
* Oklahoma City, OK 73125. Call 405-270-7800. *

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STUDENT HANDOUT: MEDIA LITERACY: PUBLIC KNOWLEDGE

DIRECTIONS: It was through the media---radio, television and print news sources---that we learned all about this week's bombing of the Oklahoma City federal building. The media is the prime source of information in national and local emergencies. Yet, in these grave circumstances, the question often arises: How much information should be given to the public?

Put yourself in the position of any media executive (such as a newspaper editor or television news producer) whose job it is to make this decision. For each of the elements of the Oklahoma City explosion below, state whether or not you would publish information you have on that element and your rationale for that action.

ELEMENT OF STORY	MAKE IT PUBLIC? YES OR NO	RATIONALE FOR YOUR DECISION
speculation about possible suspects		
pictures of injured/dying children		
details of how the bomb was made		
possible leads in solving the crime		

Discuss your decisions and the reasons behind them with your classmates. How would you define the scope of the public's "right to know"? In your opinion, under what conditions, if any, should information be withheld from the public?

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*   ** *       *  * * *  *      * * * * *   *  *   *
*    * ******   **   **   ***** ***** ***** * ****** NEWS DATABASE
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DIRECTIONS: Imagine this: It is the year 2000 and you are searching for information about events/issues covered in this week's CNN NEWSROOM. You are using an on-line news and reference database: to search for articles on your topics, you need to "tell" the computer the KEY WORDS to search. These can be either broad categories (nuclear arms) or specific people and places (Bill Clinton). For each topic below, list KEY WORDS you think would be effective. Space is provided for one extra topic of your choice.

TOPIC: THE UNITED NATIONS NUCLEAR NON-PROLIFERATION CONFERENCE

KEY WORDS:

TOPIC: GENDER EQUITY IN EDUCATION

KEY WORDS:

TOPIC: OKLAHOMA CITY BOMBING

KEY WORDS:

TOPIC:

KEY WORDS:

Choose one of these topics, write a sample article your database search might yield, using as many KEY WORDS as you can.

Monday, April 24, 1995

ANCHOR DESK

Spend three days in Berlin, Germany, without the hassles and expense of a flight. Join Turner Adventure Learning for our next electronic field trip May 10-12 to commemorate V-E Day and interact with WWII Vets and others. Call 1-800-344-6219 today.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. observes a National Day of Mourning in memory of the Oklahoma bombing victims.	3:00
OUR WORLD	3	President Clinton devoted his weekly radio address to the nation's terrified children.	1:00
BOMBING SUSPECTS	4	With one suspect in custody, authorities continue their search for other individuals who may be linked to the bombing.	2:50
OUR WORLD	5	Kids from around the U.S. share the sorrows of those in Oklahoma City...	1:00
FUTURE DESK	6	How will future historians remember the Oklahoma City bombing?	4:00
HEADLINES	7	VIOLENCE IN RWANDA...JAPANESE CULT LEADER KILLED...FRENCH ELECTION UPSET...EARTH DAY NUMBER 25 CELEBRATED...	1:30
CLOSE	8		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Alfred P. Murrah federal custody material witness memorial
Timothy McVeigh paramilitary rhetoric traumatic event coalition

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TOP STORY: A NATION MOURNS

1. In many cultures, people respond to loss of life by sending condolences to the friends and family of the deceased person. What do you think is the purpose of this tradition? Have groups research some ways their culture and others formally recognize and express sympathy for loss of life. Share these in a class discussion. Which gestures might be appropriate for this tragedy? If students were to write letters of condolence to the families of the bombing victims, what messages would they wish to convey and why?
2. U.S. Pres. Clinton's speech at the memorial service refers to the kindness and support of Oklahoma's citizens. Direct groups to search media for examples of individuals' acts of kindness, heroism or selflessness throughout the crisis. Have groups write profiles of these "heroes" and share them with the class.

OKLAHOMA CITY BOMBING: SEARCH FOR SUSPECTS

3. What do federal authorities know about the suspect they are holding in the Oklahoma City bombing? What is a "material witness"? According to federal agents, how are the material witnesses they are holding connected to their first suspect?
4. How will the U.S. government prevent future acts of terrorism? Distribute the RESOURCE (pg 4). Review with students President Clinton's five-point plan to prevent terrorist acts and use it as a catalyst for discussion. Ask: Could there be any opposition to any of the President's proposals? Are you willing to sacrifice any personal freedoms to secure your personal safety? Discuss.

FUTURE DESK: AFTER THE BOMBING

5. Comment on Professor Stein's description of the bombing as a "loss of American innocence." What do you think is meant by "innocence"? Do you agree with the statement? Explain.
6. Divide the class into groups and give each one a copy of the HANDOUT (pg 3). Challenge groups to select an event in history they believe altered the course of world events or substantially changed human ideas and understanding. Groups should
   a. use the chart to record their justifications for choosing that event;
   b. describe pertinent aspects of the world before the event, the event itself and the changes brought about by the event; and,
   c. justify their choices in a class discussion and compare the significance of their events with that of the bombing.

EXTENSION: Have groups (a) list events from the 1990s they believe people in the next generation will perceive as "events that changed the world" and (b) explain their reasoning.

April 24, 1995 (3)

DESK: EVENTS THAT CHANGED THE WORLD

DIRECTIONS: Choose one event (action, decision, discovery, etc.) from history that you believe significantly altered the course of world events or human ideas and understanding. Justify your choice in the chart below. First, describe some aspects of the "old world," the state of affairs that existed before your event. Next, fill in details of the event itself. Finally, describe the "new world," the changes brought about by your chosen event.

THE "OLD WORLD"

THE EVENT: WHEN? WHERE? WHAT? WHO? WHY? HOW?

THE "NEW WORLD"

Prepare to explain and justify your choice of event to the class.

STUDENT RESOURCE: THE PRESIDENT'S RESPONSE: COMBATING TERRORISM

In light of the bombing of the federal building in Oklahoma City, U.S. President Clinton has announced 5 steps designed to combat domestic and international terrorism:

1. The President will urge Congress to pass, immediately, his Omnibus Antiterrorist Act of 1995, a law that would give the federal government additional power to prevent and fight terrorism.

2. President Clinton will seek legislation to take all steps necessary to prevent terrorism and infiltrate and break up terrorist networks, both domestic and international. Among the legislation he seeks are measures that would
   a. fully fund digital telephone research in order to enhance the authorities' ability to use court-authorized electronic surveillance of terrorist and criminal activities;
   b. create a special FBI counterterrorist and counterintelligence fund;
   c. create an interagency domestic counterterrorism center headed by the FBI; and,
   d. give the FBI authority to access to disclosures by consumer reporting agencies and to hotel, motel and carrier records.

3. The President has directed Attorney General Reno to chair a cabinet committee to conduct a vulnerability review of federal facilities and report its recommendations within 60 days. He has also directed all cabinet members and agency heads personally to review security at all federal facilities.

4. The President has ordered the General Services Administration to replace the federal office building in Oklahoma City and to help repair other facilities affected by the bombing.

5. President Clinton has requested the Attorney General, the FBI Director and the National Security Advisor to prepare a Presidential Decision Directive authorizing "all further steps necessary to combat foreign and domestic terrorism."

---------- CNN NEWSROOM: RELIABLE RESOURCES ----------
From CNN NEWS, April 23, 1995.

Tuesday, April 25, 1995

ANCHOR DESK

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* No, this is not just television! It's multi-faceted multimedia journeys that take you to places of natural wonder and historical importance. Next stop: Berlin, Germany! We're celebrating the 50th anniversary of V-E Day! Call 1-800-344-6219 to register. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	In the aftermath of tragedy, the search continues for culprits, victims and hope.	4:40
CLINTON & CONGRESS	3	The U.S. President and Congress respond to the call for anti-terrorism legislation.	1:00
INTERNAT'L DESK	4	(MayaQuest update) Centuries later, humans return to a Mayan holy site.	3:20
AROUND THE WORLD	5	The Iraqi government says it will allow the wives of two imprisoned Americans to visit their husbands.	:30
GLOBE PROGRAM	6	A new program helps students learn scientific skills while helping the environment.	4:05
CLOSE	7		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

John Doe trust trepidation IRS infantry hotline high priest Rio Azul "Otherworld" GLOBE G.P.S. longitude latitude pH level

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TOP STORY: OKLAHOMA CITY BOMBING AFTERMATH

1. How has everyday life changed in Oklahoma City since the bombing? According to workers there, will it ever be "business as usual" again? Explain.
2. The STUDENT HANDOUT (pg 4) is intended for use in helping students assess their feelings about the tragedy in Oklahoma City. Distribute the HANDOUT and encourage students to be candid in their responses. Solicit student volunteers to share their responses. Generate a class discussion about the common emotions most humans feel as they react to a tragedy of this magnitude.

EXTENSION: In order to help students deal with their feelings in the wake of the bombing, allow them to choose their own creative mode (e.g., music, art, poetry) to express what they have tried to articulate on the HANDOUT.

INTERNATIONAL DESK: MAYAQUEST (PART II)

3. Describe the physical effort the "trekkers" endured. What kind of physical conditioning do you think they had to undergo to prepare for this trip? What else do you think was part of the planning stage? Brainstorm and list on the board elements students think probably are essential to executing a "trek." Divide the class into small groups and distribute the HANDOUT (pg 3). Challenge each group to use the HANDOUT to plan a "trek" to a place of their own choosing. Then, have each student write a "first day" entry in a "trekkers" journal.

OUR WORLD: GLOBE PROGRAM

4. What is the GLOBE program? How does it "train" young scientists? How is it beneficial to students' understanding of their environment?
5. What happens to the information collected by GLOBE students? How do the enhanced images help students to understand their data better?
6. Ask: How is a "hands-on approach" is different from other methods of learning? Poll students to see how many have ever learned a skill or concept via this approach. Challenge groups to (a) create lesson plans for a "hands-on approach" to learning a particular skill/concept and (b) "teach" their lessons to the class.
7. Invite a research scientist to talk with the class about methods of collecting and interpreting data. If scientists were interested in measuring levels of air pollution in your area, for example, how would they go about their task? Have the class come up with a hypothesis that can be supported/rejected with data and challenge each group of students to outline the procedure for collecting that data. How would the information be collected? measured? analyzed? Why is accuracy important? Discuss.

STUDENT HANDOUT:
PERSONAL TREK

DESK:

DIRECTIONS: You will work in with a small group to plan a "trek." Together you must agree on a site and create an itinerary. Plan your "trek" using the categories listed below and the elements from the class brainstorm to determine what work you would need to do before you can embark.

PART 1: THE "TREK"

TREK SITE: _____

_____

PURPOSE: _____

_____

DURATION: _____

SPECIAL FEATURES: _____

_____

TO ACCOMPLISH: _____

_____

PART 2: THE PLANNING

MODE(S) OF TRANSPORTATION: _____

FOOD/WATER: _____

CLIMATE: _____

HOUSING: _____

PHYSICAL CONDITIONING: _____

_____

OTHER: _____

_____

_____

OKLAHOMA CITY BOMBING:
STUDENT HANDOUT: HOW HAS IT AFFECTED ME?

DIRECTIONS: This exercise is a self-poll; that is, it is a way for you to find out how the tragedy in Oklahoma City has affected you. Answer each question as honestly as you can and be prepared to share your responses with other students.

What was your first reaction when you heard about the bombing of the Alfred P. Murrah Federal Building in Oklahoma City? What comes to mind when you think of that event now? Have your feelings changed? Explain.

Has the bombing affected your sense of security? Do you feel safe in your everyday environment? Explain.

In your opinion, what should be done to minimize the chances of a similar attack at some time in the future?

If you were a member of a jury that convicted one or more suspects in this case, what would you recommend as the sentence? Why?

What would you like to see adults do to help you deal with this tragedy and its aftermath?

Do you feel this incident will have a lasting impression on you? Explain.

Wednesday, April 26, 1995

ANCHOR DESK

How do you travel across the Atlantic and back 50 years without leaving your seat? Take an educational adventure with Turner Adventure Learning to Berlin May 10-12. We'll be celebrating the end of WWII with V-E Day. Call 1-800-344-6219 to register.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	More evidence surfaces to link suspect Timothy McVeigh to the Oklahoma City bomb.	3:30
OKLAHOMA CITY BOMBING	3	The FBI posts a new sketch of "John Doe #2" and a poll shows most U.S. parents have talked with their kids about the bombing...	1:00
TAKING CARE OF BUSINESS	4	Patrons at a new McDonald's in Scotland can order their burgers and fries in Gaelic.	:30
BUSINESS DESK	5	Cambodian donut shops make a hole...in their competition's profits.	2:45
NEWSDATE	6	On this date...1964...1986...1994...	:30
COMING TO TERMS	7	(Part I in our series) Villagers feel the effects of war and of a modern Vietnam.	4:05
ROGERS OBIT	8	Actress/dancer Ginger Rogers has died...	:45
CLOSE	9		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

Branch Davidians "name, rank and serial number" Grand Jury
"montagnards" Banhar communal nomads Hanoi

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Curriculum materials by Teachable Tech, Inc.

TOP STORY: OKLAHOMA CITY BOMBING

1. What additional evidence is linking suspect Timothy McVeigh with the Oklahoma City bombing? According to an FBI report, why were Mr. McVeigh and some of his associates "angry" with the U.S. government? Why are prosecutors not yet ready to ask a Grand Jury to indict this suspect?
2. How is modern technology helping investigators to make quick progress towards solving this crime? Invite a law enforcement agent or prosecuting attorney to address the class on modern methods they use to identify suspects. Later, divide the class into groups and have each group brainstorm a list of possible sources of evidence in this case (e.g., truck rental records, chemical residue found in a suspect's car). Have groups share their lists and discuss which items they think would be the strongest (most incriminating) pieces of evidence.
3. Review the video with students, having them note legal and investigative terms with which they may not be familiar (e.g., Grand Jury, indictment, conspiring). Write their terms on the board. Then, divide the class into groups and have each group scan magazine and newspaper articles on the bombing for other terms/phrases for which students may need clarification. Have groups research and explain each term on their lists as well as the terms from the video. Combine all terms and explanations on a handout and distribute it for students' use as they watch this story develop.

COMING TO TERMS (PART I): THE MOUNTAIN PEOPLE

4. Who are the "Banhar" and what effect did the war in Vietnam have on their culture? Discuss the challenges that face the new generation of highland villagers.
5. Many once-isolated cultures are now coming in contact with the "modern" world. Have groups research one culture in this situation (e.g., the Maori, Bushmen, Central/South American Indians). First, consider the culture's isolation. Why did this group have little contact with other cultures? When and how did this change? Groups should also consider the nature and effect of contact with other cultures. What aspects of the traditional culture do students think will be most difficult to preserve? Why? Have groups discuss their research and insights in class.
6. Provide groups with a copy of the HANDOUT (pg 4) and challenge each to research the people, places and events from the last 50 years of Vietnam's history. Groups should identify and give the significance of each item listed. After completing their research, groups should arrange the information in chronological order to form a timeline of Vietnam's recent history. Compare results in a class discussion and have groups expand or amend their timelines accordingly.

EXTENSION: Post the timelines and use them as a classroom reference as you follow CNN NEWSROOM's series on Vietnam.

CAMBODIAN DESK: DONUTS

1. BEFORE VIEWING: Are there any businesses in your area that are owned and operated by immigrants to the U.S.? If so, describe these businesses. Why do you think a person would leave his or her native country and start a new business in the U.S.?

2. AFTER VIEWING: How does life running a donut business in the U.S. compare with the life many Cambodians had at home? Why did Mr. Yen choose donuts over other businesses?

3. Explain this statement: "What really flies off his assembly lines is a shot at the American Dream." How would you explain to someone who was not born and raised in the U.S. what the "American Dream" is? What factors make this dream a reality for some? What factors make it difficult to attain for others?

4. Divide the class into groups and have each search the community or their families for the story of any one immigrant business, present or past, that is/was successful. Have each group interview entrepreneurs who made their businesses succeed and share these stories with the class. What can U.S. business-people learn from their immigrant competitors? Discuss.

5. Arrange a class visit to a small business like the one depicted in the video. Note as many factors as possible directly related to the business' operation, such as working hours, costs, etc. When students return to class, have them discuss their findings and what they perceive to be the necessary components for a successful small business.

EXTENSION: Discuss the additional obstacles that immigrant and minority-owned small businesses often encounter and what they can do to overcome these obstacles.

6. How do large, all-inclusive businesses impact small businesses? Divide the class into groups. Have each group tour a large grocery store, department store or similar large business in your area and note the goods and services they offer. Then have the groups scan the Yellow Pages of the telephone book for your community to list some of the small businesses that may be adversely affected by the existence of these larger stores. Have each group brainstorm a list of recommendations for these small businesses to enable them to survive and thrive in a "bigger is better" retail environment.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

competition chains fast food outlets recession distributor

April 26, 1995 (4)

VIETNAM IN THE 20TH CENTURY:
STUDENT HANDOUT: PEOPLE, PLACES AND EVENTS

DIRECTIONS: Part I. Listed below are significant people, places and events from the last 50 years of Vietnam's history. Use your text and other resources to identify and explain their significance.

PEOPLE'S LIBERATION ARMY/VIET CONG:

HO CHI MINH:

DIEN BIEN PHU:

NGO DINH DIEM:

GULF OF TONKIN:

TET OFFENSIVE:

LE DUC THU:

KHMER ROUGE:

PARIS PEACE AGREEMENT:

"DOI MOI":

Part II. Arrange the information above in chronological order and construct a "timeline" of Vietnam's last 50 years.

Thursday, April 27, 1995

ANCHOR DESK

****

* What's the latest in distance learning? Try on Turner Adventure *
* Learning's next electronic field trip for size. We're going to *
* Berlin to commemorate V-E Day May 10-12. Call 1-800-344-6219 to *
* receive training, classroom materials, and more! *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The U.S. Congress and President agree to take anti-terrorist legislative action.	3:45
AROUND THE WORLD	3	Events are underway in Vietnam to mark the 20th anniversary of the fall of Saigon...	:20
COMING TO TERMS	4	(Part II) The children of Vietnam live a life shaped by a war they don't remember.	3:25
DID YOU KNOW?	5	Today is the third annual "Take your Daughters to Work" Day...	:20
SCIENCE DESK	6	CNN NEWSROOM presents an interview with Dr. Mae Jemison, the first African-American woman to explore space.	3:20
SPORTSPAGE	7	A poll on fan interest in pro baseball...	:20
BEYOND THE GAME	8	Baseball is back...but are fans "buying" it?	1:50
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

posse comitatus surveillance civil libertarian Ho Chi Minh City
technocrats Mae Jemison role model strike National Pastime

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TOP STORY: ANTI-TERRORIST LEGISLATION

1. U.S. Pres. Clinton emphasized the need to "move quickly" on new anti-terrorist legislation. What practical, psychological or other reasons do you think contribute to a sense of urgency?
2. Explore possible challenges in achieving the "right balance" between the new measures and constitutional rights. Have groups choose one proposed anti-terrorist measure to analyze for implications on individuals' constitutional rights. Groups should identify the right(s) each measure may affect and explain if, how and to what degree the measure conflicts with these rights. Do groups predict obstacles to their measures' passage into law? Have groups present their analyses. Discuss: how difficult is it to find the "right balance"?
3. Distribute the RESOURCE (pg 4) to parents and teachers who seek guidelines on how to talk to children of different age groups about the Oklahoma City bombing. Make copies available to other interested adults through the health office, media center or community outreach committees.

COMING TO TERMS: THE CHILDREN

4. Discuss population trends in Vietnam. List reasons some Vietnamese favor large families. Point out as well some of the challenges the country may face as a result of rapid growth.

SCIENCE DESK: INTERVIEW WITH MAE JEMISON

5. How did Mae Jemison become interested in space? How does she describe her experience in space exploration, psychologically and physically?
6. According to Dr. Jemison, what should adults do to encourage children to remain interested in science? How would you promote "hands-on" science for younger students? Divide the class into groups. Have each group brainstorm some ideas for presenting "hands-on" science to younger students then share ideas. Help the class select the best ideas and develop them into "learning by doing" scientific experiences. Hold a "Science is All Around Us" Day in your class and invite younger students to participate.
7. Dr. Mae Jemison is a science "pioneer" because she was the first African American woman in space. Learn more about other scientific "firsts" by having groups of students complete the HANDOUT (pg 3). After groups have shared information about science pioneers in each field, challenge individual students to choose one person cited and prepare a profile of his/her life and career.

BEYOND THE GAME: BASEBALL'S BACK

8. How did the '94 season put a damper on fans' spirits for Major League Baseball's Opening Day? Has the strike affected your interest in the game? Explain. If you were a Major Leaguer, what would you suggest or do to get your fans' interest back?

April 27, 1995 (3)

SCIENCE DESK: "PIONEERS"

DIRECTIONS: Today's SCIENCE DESK profiled Mae Jemison, the first African-American woman in space. Who are some other individuals who have been "firsts" in their scientific fields? Use your resources to find at least one person who was a significant "first" in each field of science given, then briefly describe his/her accomplishment or distinction.

SCIENTIFIC FIELD	NAME OF "FIRST"	ACCOMPLISHMENT OR DISTINCTION
MEDICINE		
CHEMISTRY		
BIOLOGY/ LIFE SCIENCE		
PHYSICS		
ASTRONOMY		
ENVIRONMENTAL/ EARTH SCIENCE		

Share your "firsts" with the class. Choose one of the individuals you found and conduct research to learn more about him or her. Write a profile of that person's life and career.

OKLAHOMA CITY AND WHAT TO TELL KIDS

PARENT/TEACHER RESOURCE:

Adults throughout the U.S. and beyond are seeing the emotional toll the Oklahoma City bombing has taken on children. Fear, anger, distrust and other strong emotions are natural responses to a tragedy of this magnitude. Kids are asking difficult questions and parents, teachers and other adults are sometimes unsure about how to respond. Experts offer different suggestions for helping kids cope, depending on their ages. The following are guidelines for talking to kids of different age groups about the bombing:

PRESCHOOL: Preschoolers are usually oblivious to news events and are not alarmed by reports of deaths. What they can sense and what will upset them, however, is the sight of distressed adults, especially their parents. Turn the T.V. off and don't discuss the bombing in front of them. Try to make them feel safe.

PRIMARY GRADES: School-age children are far more aware of what goes on in the world and how it might affect them than are pre-schoolers. Even though children may not talk about the bombing, they may be thinking about it. Ask questions to find out what they are feeling and what they know. Discuss their feelings and let them know you take their fears seriously. Then reassure them that they are safe, that you will protect them. Spend extra time with them but don't let them get too clingy.

PRETEENS: This group may be the most vulnerable. Talk about the facts with them and dispel the rumors they may have picked up. Point out arrests and punishment to help them overcome a sense of powerlessness. Encourage them to write letters, collect money for the victims or take some other action to help them feel in control. If a child expresses anger, tell him/her that anger is normal in a situation like this and does not make him/her a "bad person."

HIGH SCHOOL: Experts suggest that, with older kids, sympathy should be laced with straight talk. Reassure older teens but do not pretend that violence is not a problem. Acknowledge the horror of the bombing and place it in the larger context of violence in our society. Talk to them about how this act is related to the violence they see: kids fighting, local crime, etc. At the same time, encourage them to take control: emphasize the fact that they can help change the world around them.

----------CNN NEWSROOM: RELIABLE RESOURCE----------

Adapted from "It's a Scary World," by Russell Watson, et al., NEWSWEEK, 1 May 1995, p. 53.

Friday, April 28, 1995

ANCHOR DESK

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* Teachers! Connect your students to yesterday's history with today's world events. Turner Adventure Learning celebrates the golden anniversary of Victory in Europe Day with a journey to Berlin May 10-12. Call 1-800-344-6219 to register your class! *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Federal prosecutors present evidence against bombing suspect Timothy McVeigh.	2:00
EDITOR'S DESK	3	CNN NEWSROOM talks to CNN correspondent Bonnie Anderson who has been reporting from Oklahoma City since the explosion.	4:15
COMING TO TERMS	4	Over two thirds of U.S. respondents said sending troops to Vietnam was a mistake...	:30
COMING TO TERMS	5	(Part III) After 20 years in the U.S., a woman returns to Vietnam...and to her past.	6:10
LOOK AHEAD	6	"VIETNAM: COMING TO TERMS" on CNN Sunday, 8 p.m. ET, 5 p.m. PT. NEXT WEEK ON CNN NEWSROOM: A 14-year old girl "targets" the Olympics...	:30
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

federal magistrate Grand Jury Arizona license plate closure
Ho Chi Minh communists biological father Mekong delta

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TOP STORY: OKLAHOMA CITY BOMBING AFTERMATH

1. Explain what is meant by the term "indelible trail of evidence." Why have authorities stepped up the search for the second suspect, "John Doe #2"? How will the work on the bomb site shift gears next week?

2. What is a "Grand Jury" and what role does it play in this case? Have students work in groups to find out more about the composition of this panel and its role in the U.S. judicial system. Have groups share their findings. What are the possible outcomes for Mr. McVeigh as a result of Grand Jury action? What happens next? Discuss.

EDITOR'S DESK: OKLAHOMA CITY BOMBING: ONE JOURNALIST'S PERSPECTIVE

3. How does CNN Correspondent Bonnie Anderson describe the different emotional stages that the people of Oklahoma City have experienced since this tragedy took place? What are some things Ms. Anderson has experienced on site that news cameras cannot capture? If you were a journalist covering this story, how do you think it might affect you?

NEWSQUIZ: FACTS AND RUMORS

4. This week's NEWSQUIZ (pg 4) challenges students to separate the facts of the Oklahoma City explosion from the rumors, theories and misconceptions that can accompany a tragedy like this. In groups, have students identify the statements that are facts by circling the letter Y (for YES). If a statement is not a fact, groups should explain why not and present briefly the true information on that topic. Go over the NEWSQUIZ as a class and discuss reasons why rumors proliferate under these circumstances. ANSWERS: Statements 2, 5 and 7 are facts. Responses in Column #3 will vary.

COMING TO TERMS (PART III): KIM-CHI'S RETURN

5. Describe the effects of the war in Vietnam on Kim-Chi and her family. Discuss the family's decision to leave Vietnam. Was it necessary? Explain. What have been some of the "costs" or negative aspects of leaving Vietnam?

6. Have groups research the movements of Vietnamese people since the war, including U.S. evacuation efforts in the 1970s, U.N. departure programs in the 1980s and recent forced relocation to economic zones. What were the reasons, purpose and scope of these migrations? What effect have they had on Vietnam's social, political and economic development?

MEDIA LITERACY (pg 3)

7. This week's MEDIA LITERACY page contains a sampling of perspectives on the Oklahoma City bombing in the form of portions of editorials from some newspapers and writers around the U.S. Distribute the HANDOUT (pg 3) and have students read and discuss the opinions, then challenge them to write and share their own editorials on the subject.

MEDIA LITERACY:
STUDENT HANDOUT: PERSPECTIVES ON THE BOMBING

DIRECTIONS: Below is a sampling of editorials from different newspapers and writers around the U.S. Read each one carefully and discuss what the writer is saying. Then write a brief editorial of your own and share it with the class.

From the (N.Y.) DAILY NEWS: "...Over the last few days...mothers and fathers may have looked in on their sleeping children more often, hugged them tighter, said 'I love you' a few more times...If more children are made to feel cherished, perhaps something good came out of the disaster. That, at least, would be a first step toward recovery."

Tom Clancy, author, in the LOS ANGELES TIMES: "To recognize the political motivation of a terrorist as anything other than evidence in a criminal trial gives that person a status he does not deserve. More important, to catch him as we catch other criminals, to give him the right to due process of law, and then to deal with the terrorist in accordance with our law--to act precisely as we act with bank robbers or kidnappers--means that our society is strong enough and confident enough in its principles to deny the terrorist that which he craves: change in the targeted culture...."

From THE (Toledo) BLADE: "...The explosion in Oklahoma City has jolted America back to reality. Maybe now more people fascinated by the O.J. Simpson trial will recognize that some things matter more than Marcia Clark's new hairstyle."

Mona Charen, columnist: "There are a lot of people in the media who are seizing on this opportunity to say, 'These right-wingers have done this thing,' and blame it somehow on Republicans or people who want to somehow reduce the size of the federal government. There have been a lot of cheap shots taken along those lines."

M. Kay Siblani, editor of THE ARAB AMERICAN NEWS in the DETROIT NEWS: "Arab Americans and American Muslims across the nation have condemned last week's tragedy in Oklahoma City, feeling the necessity to voice the obvious because religious and ethnic ties between them as a community and possible suspects in the bombing were so prematurely drawn...It is an insult that we are constantly asked to reaffirm belief in basic human values. It is incumbent upon those with influence on public opinion and the average non-Arab, non-Muslim citizen to refrain from generalizing the alleged behavior of a few individuals to an entire ethnic or religious community."

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Opinionline," USA TODAY, April 25, 1995, p. 13A.

04/28/95 (4)

OKLAHOMA CITY: FACT VS. RUMOR

DIRECTIONS: This week's quiz asks you to distinguish between the facts of the Oklahoma City bombing and the theories, rumors and exaggerations that often circulate as people try to discover/explain what happened in a crisis like this. Decide whether or not each statement below is a fact. If it is, circle Y (for YES). If it is not a fact, circle N. For each non-factual statement, tell why it is not a fact and what the facts really are in Column 3.

STATEMENT	FACTUAL?	IF NOT, WHAT ARE THE FACTS?
1. A second bombing device was found inside the building later that day.	Y N	
2. A suspect in the bombing, Timothy McVeigh, is in custody.	Y N	
3. The bomb was planted by a Middle Eastern terrorist group responsible for the World Trade Center bombing.	Y N	
4. A second suspect, "John Doe #2," was himself killed in the bomb blast.	Y N	
5. The Oklahoma City bombing occurred on the second anniversary of the FBI raid on the Branch Davidian compound in Waco, Texas.	Y N	
6. U.S. Pres. Clinton and the CIA set the bomb to justify declaring martial law in the United States.	Y N	
7. A vehicle identification number on a twisted truck axle found two blocks from the explosion site led investigators to a rental shop in Junction City, Kansas.	Y N	